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ABSTRACT

This collection of 11 teaching units was developed by elementary school teachers who attended the Montana Institute for Effective Teaching of American Indian Children, held at Eastern Montana College in June 1990. The first unit teaches the alphabet to kindergarten students using cultural activities related to English or Salish words that begin with the appropriate letter. The second unit teaches kindergarten students and first graders about American Indian clothing and how it was made. Intended for Grades 4-8, the other units: (1) explain symbols and images from the Lakota and White cultures; (2) build student self-esteem through varied activities that allow the children to experience success through cooperative learning; (3) introduce students to pre-contact Native American history and culture, using cooperative learning and whole language approaches; (4) allow each student to explore the culture of a particular tribe in depth; (5) examine the cultural origins of holidays; (6) familiarize students with the history and culture of the Salish and Kootenai tribes; (7) use oral histories and group work to make history relevant to students and sensitize students to the biases of historians; (8) improve cross-cultural understanding through curriculum changes that respect Native American culture and history; and (9) use the book "Chief Plenty Coups" to raise student self-esteem at Plenty Coups High School in Pryor, Montana. Each unit contains objectives, materials needed, time requirements, procedures, and evaluation methods. Some units include lesson plans and learner materials. (SV)

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A COLLECTION OF TEACHING UNITS IN AMERICAN INDIAN EDUCATION

MONTANA INSTITUTE FOR
EFFECTIVE TEACHING OF
AMERICAN INDIAN CHILDREN
June 10-15, 1990
Eastern Montana College

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INTRODUCTION

These teaching units were developed as a result of the Montana Institute for Effective Teaching of American Indian Children, which was held at Eastern Montana College in Billings in June 1990. The units have been designed by elementary classroom teachers based on information and materials acquired during the week-long Institute.

We are providing this excellent collection of units to other teachers to serve as another resource for teaching Indian children in Montana.

Dr. Murton McCluskey, the course instructor, and I would like to thank all of the teachers for allowing us to share this information with their colleagues. It is our feeling that classroom teachers and the materials they use are the key to improving the quality of education for Indian children and improving Indian/non-Indian relationships everywhere.

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NATIVE AMERICAN ACTIVITIES A-Z

By Carolyn Drye

Introduction: The purpose of my unit will be to provide culturally relevant material to my kindergartners on a regular basis throughout the school year. Small children need lots of experiences with a subject in order to make some sense of it. I also see a need to have them become more aware of their cultural surroundings, even non-Indian children who live on a reservation should be provided with that information. The curriculum in my kindergarten is centered around a different letter for each week. I have intended for a long time to add an activity to each week that would allow children in my classroom to share their cultural experiences or provide them with an opportunity to learn about Native American culture, specifically Flathead culture. I have discussed this project with four different Indian Studies/Salish Language teachers, but I have never taken the time to actually put it down on paper in a comprehensive form. During the class, I came to understand at an intellectual level, what I've always known at a gut level; that Indian children need to have their experiences as Indian children validated by the school, if we expect them to value what it is we are attempting to do there.

Our school has instituted a Salish Language component for grades K-3, and you will see the influence of that program in some of the activities. Harriet Whitworth was the language teacher, and as a team we developed some of the activities in this unit to deal with providing practice in the language while still keeping it fun. It was a wonderful experience for my students to see me as the learner--just like them--and it was wonderful for me to have been taught so patiently.

Time required: Since this project is intended to last throughout the school year, the approximate times are given with each activity.

Student centered objectives: These will also be listed with each activity. The overall objective of the project, however, is to allow children to experience the Indian culture with as many of their senses and as much variety as possible. It is important to me that the children be exposed to the "presentness" of the culture, as well as the historical aspects. Indian culture also needs to be seen as a cross generational. I want to provide opportunities for my students to see Indian people of all ages and backgrounds in the classroom. The stories in this unit will be told, not read. I feel that it is important for the students to come to understand the uniqueness of the oral tradition.

Materials needed: These will be listed with each activity.

Methodology and procedures: These will be listed with each activity.

Evaluation procedures: I have included these with each activity, but I want to emphasize that in a kindergarten class the single most important evaluation tool is participation in activities. It is my purpose to broaden experiences for all children in my classroom and participation is necessary to do that.

Native American Activities A-Z

A-nimals

Time: 3-15 minute sessions, plus free time and center time opportunities to play the game

Materials: A set of cards made with a picture (on the copy machine is fine) of the seven animals glued to index cards. You will need one set for every two students in your class.

Procedures: The students are taught the Salish names for buffalo, antelope, bear, beaver, meadowlark, coyote, and eagle by the Salish instructor. After several days of practicing with her, the children are given the cards with the pictures on them to practice with each other. One child has the cards and the other children in the small group ask for the card they want. This process continues until all the cards are taken and then another child becomes the card giver. The final step in the process is to give a group of four children two sets of the cards. The cards are placed face down and a game of Concentration is played with them. The Salish names of each animal must be given as the card is turned over. The group can and should help if the turner does not know the word; but it is the turner who is responsible for saying the names before turning the cards back over, or claiming them if he has matched the pictures.

Evaluation: Each child is shown the pictures to see if they have learned the words.

B-eads

Time: 20 minutes, with time for small group activity

Student objectives: Student will handle and sort a variety of beads as a center activity. Student will watch and participate in the beading demonstration.

Materials: Someone from the community who does beading who is willing to share with us: a variety of beads, all colors and sizes, and a sorting pan; small pieces of buckskin, thread, and needles; fairly large beads for student beading.

Procedures: Children will be asked to bring in beaded items to share with the class on the day that a local person (possibly a parent) will be asked to visit the class and share their beadwork with us. I would ask that person to talk for a few minutes about who taught them to bead and the kinds of things that they bead. We would then break into small groups, so that each small group could watch this person bead, while another group actually sewed some beads on a piece of buckskin. A variety of beads would also be provided to sort in the manipulative area all week, as well.

Evaluation: Children will participate in the activity and willingly share their beadwork, either as the beader or as the owner. Children will sort the beads and begin verbalizing the similarities and the differences.

C-olors

Time: 3-15 minute sessions, plus free time and center time opportunities to play the

game

Student objective: Student will say the Salish words for red, blue, yellow, orange, green, white, and pink.

Materials: Balls of each color

Procedures: The color names are taught to the students by the Salish teacher. They practice by passing markers or crayons back and forth using the Salish names. When they have gained some proficiency with the words, a circle is formed and the practice continues using the colored balls. Each child is given the opportunity to call out a color word, and the child with that colored ball must throw it to the child whose turn it was. The game can continue for as long as the children stay interested.

Evaluation: The teacher will observe a game to see if each child has mastered the color words.

D-rums

Time: 30 minutes

Student objective: Students will listen to the sound of the drum and feel the vibrations of the drum. Students will play the drum.

Materials: Several small drums and the help of the eighth grader who made drums as sixth graders. The video that was made of the process the sixth graders went through to make their drums.

Procedures: The class will watch the highlights of the video of the drum making. Each eighth grader will then be asked to share with a group of four or five kindergartners what they learned about the drum and its significance in Indian culture. I will have the older students play their own drums, and then have them let the kindergartners play the drums. I will ask the kindergartners to close their eyes and listen to the drum and to lightly put their finger tips on the drum to feel it while it's being played. We will then move to the music of the drums being played. How does it make you feel? To conclude the activity, we will brainstorm together, kindergartners and eighth graders, the word "DRUM."

Evaluation: The students will provide a wide variety of brainstormed thoughts that show a wide variety of experiences with the drum. The drums will stay in the manipulative center for the week.

E-agle

Time: 2-20 minute sessions

Student objective: The student will identify an eagle and be able to tell about it.

Materials: Pictures of eagles, a picture of an eagle to be colored, "The Eagle is my Brother", Sally Luther, Ranger Rick, July, 1986.

Procedures: The first session will be an informational one. We will talk about the kinds of eagles and their physical characteristics. We will then color the picture of the eagle. The second session will consist of reading the story in Ranger Rick and talking about the pictures. The story tells about the Indians' use of the spirits of animals for protection and the pictures show the warrior superimposed on the animal. I will have the students discuss what strengths each of the warriors gained from the animals before reading the magazine's interpretation.

Evaluation: The student will participate in the discussion and be able to tell something about the eagle to be written on his/her picture.

F-lutes

Time: 30 minutes

Student objective: The student will listen to the flute and the story.

Materials: Karl Swab or Ken Light as a resource person, and paper and markers.

Procedures: Karl plays an Indian flute, and if he comes to the class, the emphasis will be listening to him. He will also tell the story of the humpback flute player from the Hopi tribe. If Ken Light is the person who comes in, the emphasis of the presentation will be how to make a flute; because Ken is a flute maker. The follow-up to either presentation will be to close our eyes and listen to the music and imagine a picture that goes with the sounds, then move to compare those movements to the movements that we made when we listened to the drum. To conclude, we will sit down and draw the pictures that we saw when we were listening with our eyes closed.

Evaluation: The children will be able to demonstrate with movement and pictures the differences in the music made by the flute and the drum.

G-grandparents

Time: Will vary

Student objective: The student will listen to their grandparents stories, and will begin to keep those stories with them.

Materials: Grandparents (or those who are willing to act in that role for us) to share what their grandparents taught them and what it was like when they were small. 7-10 page books made for each child before the week begins.

Procedures: After each grandparent has shared with us, I will have the students draw a picture of that grandparent and their grandchild or a part of the story they liked and

then dictate for me to write under the picture a part of that sharing that they remembered. Pages will be left for them to talk to their own grandparents and include their stories, if they are not a part of the class sharing. If there are not grandparents available, children will be encouraged to find an older person who is important to them.

Evaluation: The children will listen to the stories and be able to retell the information for their books. Thank you pictures will be sent to the grandparents who shared with us.

H-ides

Time: 30 minutes

Student objective: The student will feel and smell the hides at various stages of tanning and be able to sequence the pictures that show the process.

Materials: Hides at various stages in the tanning process and either Germaine Dumontier or Jan Charlo as a resource person, photos of the process of tanning.

Procedures: The resource person will spend some time talking about the process of tanning and the importance of the tanned hide to the Indian culture. The children would then be given a chance to feel and smell each of the hides. We would work with sequencing the process with the actual hides and then with the pictures. The pictures would remain in manipulative for sequencing the rest of the week.

Evaluation: The child will participate in the discussion and activity, they will be able to sequence the pictures, and tell the teacher or someone else about the process shown in the pictures.

I-ndividual Indians

Time: 20 minutes initially and then 5-10 minutes each day as we add names. 20 minutes for the graph

Student objective: The children will be able to tell their own tribal affiliation (or ethnic background) and the affiliation of others they know.

Materials: A large bulletin board size map of Montana with the reservations marked, one graph, notes home asking parents to talk with or write down their child's tribal affiliation or ethnic background.

Procedures: We will discuss the reservations and tribes that are in the state of Montana. Following that discussion, we will talk about the people we know who live on the different reservations. The children can put names or photographs on the map in the appropriate places. The second part of the lesson will be a graph of our backgrounds with each tribe being listed as a separate ethnic entity.

Evaluation: The children will participate in the activity and will be able to share their ethnic background.

J-ocko

Time: 20 minutes

Student objective: The student will draw a picture depicting a part of the story of the Jocko Monster.

Materials: Paper and markers. Harriet Whitworth or Dorothy Felsman to tell the tale of the Jocko Monster.

Procedures: Harriet or Dorothy will tell the story of the monster and we will mark on an area map all the things in our area that have Jocko in their name, i.e., Jocko River, Jocko Road, etc. The children will then draw a picture of a part of the story and we will invite the storyteller back to listen to us retell the story using our pictures to help us.

Evaluation: The students will be able to retell the story, including as many details as they can.

K-eeppers of the Earth

Time: 30 minutes

Student objective: The student will dramatize the story from the Kalispel tribe, "How Coyote Was the Moon" after listening to it told.

Materials: Keepers of the Earth by Michael Caduo and Joseph Bruchac, Coyote Was the Moon", p. 111.

Procedures: The book Keepers of the Earth will be used for this week. It's emphasis is the Native American as the first environmentalist. It pairs Native American stories with science activities. I have chosen this particular story because the name of the tribe is the Kalispel. We will take time to discuss ways we are environmentalist and some of the ways Indian people lived their lives honoring the earth. We will then briefly discuss the city Kalispell being named after the Kalispel tribe. I will then tell the story, "How Coyote Was the Moon." After the story, I will divide the class into small groups and have them dramatize the story. We will then reconvene the class and watch each group's presentation.

Evaluation: The teacher will watch the plays to see if the students are able to include the details of the story. Participation in the discussion will also be used for evaluation.

L-eaders

Time: 10-15 minutes per day, plus time to brainstorm on Friday

Student objective: Students will list things that make a leader.

Materials: Indian people who are leaders in various areas will be asked to come and share what it was like when they were small and the things they think make a good leader, paper for brainstorming.

Procedures: My preliminary list includes Larry LaCounte, Superintendent; Alfred DeRoche, School Board Member; Kevin Howlett, Indian Health Service Director; LeeAnn Lozeau, Sheriff's Deputy; Harriet Whitworth, Salish Teacher; Germaine Dumontier or Clarence Woodcock, Culture Committee; and a male and female high school student. I hope to use a variety of these people and have them speak to the students for a few minutes each day. At the end of the week, we will brainstorm those things that people shared with us about what they thought would make a good leader.

Evaluation: The list of leadership qualities will be used to evaluate this week's activities as will the childrens' participation.

M-usic

Time: We will be using free time and snack time as listening times all week long.

Student objective: Student will listen to the music of various tribes with emphasis placed on the songs of this reservation.

Materials: Indian music tapes or records, from Jan Charlo and the Culture Committee. Children will also be encouraged to bring in any Indian music that they have in their homes.

Procedures: The music will be played on a regular basis during the week. I will begin with Songs and dances of the Flathead Indians, recorded by Alan P. Merriam on Ethnic Folkways Library and any tapes that the Culture Committee can provide. We will then listen to the music of other tribes, and see if we can hear similarities and differences. I do not know if kindergartners have a refined enough auditory discrimination to do this, but I want to try it and see. It was also suggested that I tape record a session of the pow wow for use this week, which I plan on doing.

Evaluation: Enjoyment of the music and ability to begin to discriminate music of this type will be the evaluation process.

N-ature

Time: 30 minutes

Student objective: Student will listen to the story and will draw a picture of a food back to its plant origin.

Materials: Keepers of the Earth, "The Earth on Turtle's Back," page 25; Activity "Nature:

Who Needs It? The Turtle's Gift to People" Procedure C, page 27; paper and markers.

Procedure: As listed in the book, except that instead of a Bingo game the students will draw pictures of their favorite lunch and take each main ingredient to its plant origin in a picture.

Evaluation: The students will begin to see how connected to the earth we are.

O-ral Tradition

Time: 2-20 minute sessions, with follow-up each year in the spring

Student objective: The student will begin to understand the oral tradition with story telling and in its historical significance.

Materials: Harriet to tell a story, possibly one about the otter.

Procedures: After Harriet tells her story, we will talk about telling stories vs. reading them, with the role of memory and hearing a story often being stressed. We will then talk about history being kept this way, and as a class, we will begin an oral tradition. I would hope to follow this activity through the elementary school, at least, and encourage each group to add to their class oral tradition, annually.

Evaluation: I will allow time for storytelling each day so that children may work on their own techniques. The continuation of the class oral tradition will be an evaluation, as well, but it will be a very protracted one.

P-owwow

Time: 15 minutes for the video and 60 minutes for the trip

Student objective: The student will feel a part of a powwow, and will share their own powwow experiences.

Materials: Video from the Culture Committee of the Arlee Powwow, bulletin board set up for powwow stories and pictures, music tape from M week, and paper and chalk.

Procedures: I will show the video and give the students time to share their powwow stories verbally. Later, the students and I will walk to the powwow grounds and dance in the pavilion. Again, there will be time for personal experiences. We will use the tape recording that we listened to during M week for dancing music. When we return to our classroom, we will dictate stories and draw pictures of our experiences. They will become a bulletin board, and children will be encouraged to bring in photos of powwows to complete the bulletin board.

Evaluation: Students will be evaluated on their participation, their willingness to share

their experiences, and the stories/pictures they draw.

Q-uills

Time: 25 minutes

Student objective: The student will do "quill work" and understand the amount of time and skill it took to do quill work.

Materials: Small colored straws cut the length of quills, needles, paper bags, and thread, and pictures of quill work from the Culture Committee.

Procedure: Harriet or Joanne Big Crane will bring quill work to class to share and they will show us how it is done. The students will then be given a chance to do their own "quill work" using the straws as quills. I will try to continue this activity in manipulative center for the rest of the week.

Evaluation: Participation in the activity and involvement in their own work.

R-ock

Time: 2-20 minute sessions

Student objective: The student will carefully observe a rock, and see the rock as a part of the Earth.

Materials: Keepers of the Earth, "Tunka-shila, Grandfather Rock" and "Old Man Coyote and the Rock," pages 57-58; How to Find the Perfect Rock. (This is a book that I looked at when we were at the Resource Center in Billings, and I am still trying to run down its exact title and author.)

Procedures: The stories will be told and then we will find a rock that appeals to us. We will then play a variation of the "rock friends" in Keepers of the Earth, page 63. Finally, we will use our rocks in a relative sizing activity by grouping the students in various combinations and having them arrange their rocks from largest to smallest. We will then read together How to Find a Perfect Rock and see if we can do all of those things with our rocks.

Evaluation: Participation in the activity and ability to observe the rock carefully enough to be able to identify it during the activities.

S-tar Quilt

Time: 25 minutes, plus time at manipulative to use the parquetry blocks

Student objective: The student will duplicate the pattern of the star quilt using parquetry blocks.

Materials: A star quilt, parquetry blocks, pictures of star quilts, a blank star quilt pattern.

Procedure: The star quilt will be displayed and discussed, hopefully by the owner or the quilter. Students will then be given time to experiment with various color patterns using pictures of star quilts and the parquetry blocks. Near the end of the week the students will be given a blank star quilt pattern for them to color their own star quilt.

Evaluation: The student's ability to duplicate the pattern of the star quilt with both media will be the evaluation.

I-ipi

Time: 20 minutes, plus housekeeping center time

Student objective: The children will come to understand some of the aspects of living in a tipi.

Materials: Tipi patterns to trace on paper, a small tipi to be placed in housekeeping for the week, Harriet to talk about what it is like to live in a tipi.

Procedure: Harriet will share with us at the beginning of the week, what living in a tipi is like, as well as how the Indians made their tipis, etc. We will then try to make our play tipi as accurate as we can. At the end of the week, we will make paper tipis using the patterns, and share with each other what we learned about tipis.

Evaluation: Participation in the tipi and the students ability to share something they learned about tipis.

U-p n (the Salish word for ten)

Time: 25 minutes

Student objective: The students will be able to use and understand the Salish words for the numbers 1-10

Materials: Inch cubes, and cards with numbers 1-10

Procedure: The numbers in Salish have already been taught much earlier in the year, so this will be review activity. First, we will go over the numbers by rote, and then I will hold up the number cards, in order and mixed up, for the students to remember the Salish words. The students will then work in pairs with one child holding up one of the number cards and the other student saying the Salish name and putting out that many inch cubes, then they can switch roles. After that, only Salish words can be given and the student will have to put out the correct number of inch cubes.

Evaluation: The students will be evaluated on their ability to use the Salish words in this

activity, as well as their ability to think numerically in Salish.

V-ariety

Time: 15 minutes to talk about the game and then time in manipulative to play the game

Student objective: The student will be able to match pictures that show the variety of Indian tribes.

Materials: A game made up of pictures of 4 or 5 tribes showing distinctive houses, traditional dress, important objects, part of the country, and names. The game pieces will all be color coordinated on the back so they can be self correcting. (I did not choose which tribes yet, as I am not sure where I can get pictures like that of a tribe.)

Procedure: The pictures and the tribes will be discussed in light of the variety of Indian tribes. The game will be placed in manipulative for the children to match the pictures, and then see if they are correct by turning them over to see if the colors all match.

Evaluation: The students ability to match the various aspects of the different tribes will be used as the evaluation.

W-inter

Time: 25 minutes

Student objective: The student will be able to discuss the story and how it related to the guided activity.

Materials: Keepers of the Earth, "Spring Defeats Winter," pages 129-130; and other materials listed under the "Season Suite" activity, page 132-133.

Procedure: Tell the story and then discuss it using the questions listed. Do the "Season Suite" activity which is to "act out the seasonal cycle of a wildflower from seed to flower and back to seed again."

Evaluation: Participation in the activity and ability to retell the story of the wildflower to the teacher.

X Counting 11-20 (I couldn't find anything for x.)

Time: 25 minutes

Student objective: The students will be able to use and understand the Salish words for the numbers 11-20.

Materials: Inch cubes and number cards with the numbers from 11-20 on them.

Procedure: Same as for the Up n.

Evaluation: Same as for the Up n.

Y-et tx.w a (Salish word for today)

Time: 25 minutes

Student objective: The student will be able to say the Salish words for today, tomorrow, and yesterday and they will be able to restate some of the things we've learned about Native American people.

Materials: A chart with three columns

Procedure: Harriet will teach us the three words, and then we will put them at the tops of our columns on the chart. We will brainstorm together all of the things we know about Indian people in the past (yesterday), the present (today), and where might Indian people go in the future (tomorrow).

Evaluation: This seems like a good way for me to see if we have accomplished the overall goals of this extension to my existing curriculum.

Z-uni

Time: 20 minutes

Student objective: The student will retell the Zuni story.

Materials: Keepers of the Earth, "The Hero Twins and the Swallower of Clouds," pages 78-81; copies of the pictures in the book that go with the story.

Procedure: I hope to have the Zuni tribe be one of the tribes in the activity on variety so we can also review what we already know about the Zuni; but if I do not, we will spend some time discussing the Zuni tribe. I will then tell the story to the class and divide them into small groups to color the pictures and retell the story for each other.

The following people helped to put this unit together:

Harriet Whitworth, Salish Language Instructor

Dorothy Felsman, Home/School Liaison

Clarence Woodcock and Germaine Dumontier, Flathead Culture Committee

Virginia Brazill, Indian Studies Teacher

Jan Charlo, Resource person

"CLOTHING OF THE AMERICAN INDIANS"

By Jane Dimas

EDUCATION UNIT

Title: Clothing of the American Indians

Audience: Kindergarten/First Grade

Introduction: The purpose of doing a unit on clothing is to help the children become aware of their heritage. Many children do not realize that the Indians used the many materials around them to make their necessary clothing.

Time required: This unit will take one week to complete. This unit will be taught during Native American week to help enhance this concept. We will spend about one hour each day on this unit.

Objectives:

1. The students will be expected to name the different types of clothing the Native Americans wore.
2. The children will be expected to describe the different types of clothing Native Americans wore.
3. The children will be expected to explain what the clothing was made out of.

Materials needed:

Color Crayons	Thread
Pencils	Beads
Markers	Macaroni
Glue	Pieces of Straw
Scissors	Pieces of Vinyl
Grocery Bags	Shoe Strings
Construction Paper	
Scrapes of Fur	
Homemade Dough-Bear Claws	

Procedures: An example of each activity will be made ahead of time by the teacher. This will help the children see what their project will look like in the end. Also, the teacher needs to get ahold of each thing the children will be making from someone in the community. These items will be on display in the room for the children to refer to and look at.

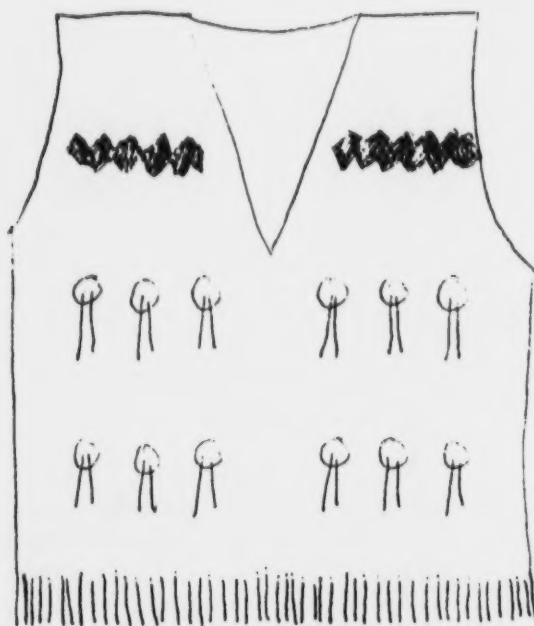
Evaluation: The children will be evaluated by the outcome of their products. If they are listening they will know what to do. Also, they will be orally tested as they work and throughout the week reviewing will take place.

The Indians used the materials around them. They were hunters. Buffalo, deer, and elk were the most important animals hunted. They provided food and hides. These animals hides were made into tepees, shields, boats, and clothing. After the leather was ready to make into clothing, it was decorated. The Indian women used fringe, quills, animal teeth, and later beads to decorate the leather items. Roots and bark were used to paint or dye symbols on the skins used for clothing.

When the Indian culture met the white man's culture, some of the clothing traditions changed. Blankets became part of the woman's tribal clothing. They were decorated with Indian designs and worn with leggings, belts, and jewelry.

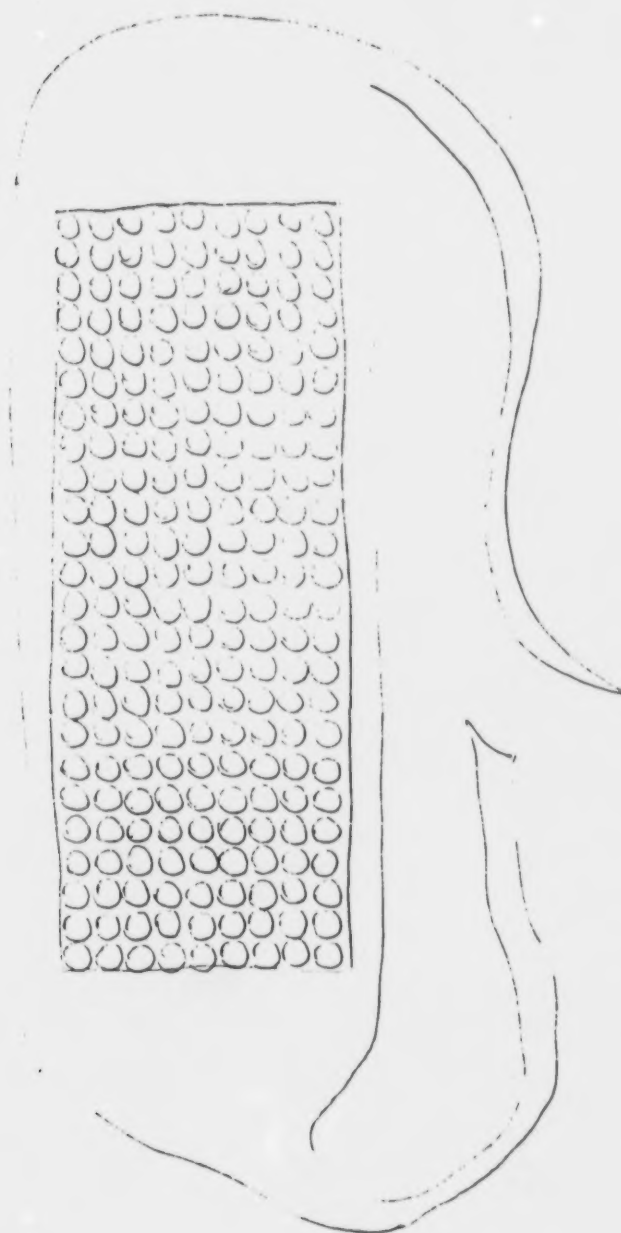
Activity one: Indian vest

Each child will be given a large brown grocery bag to make their own vest. With the vest they will open the bottom and trim edges to form a rectangle. Next they will fold in the middle to mark shoulders and cut out the neck. The teacher will help them punch holes on the sides and tie sides with string or yarn. Before they decorate front and back with Indian designs, they will think of as many as they can and the teacher will draw them on the chalkboard. The designs will stay on the chalkboard all week so they can be referred to as often as needed.



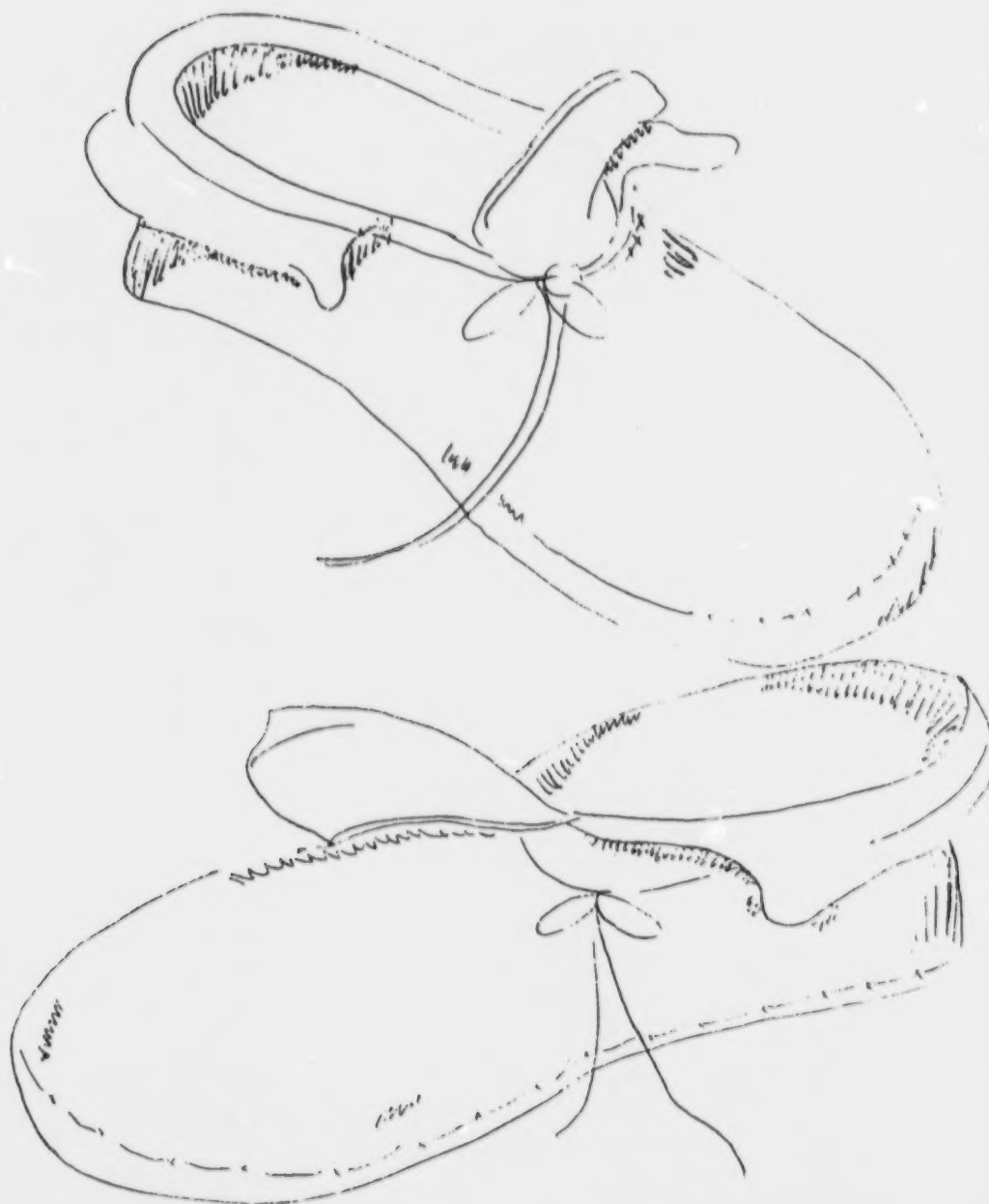
Activity two: Arm Bands

Each child will be given an arm band run off on white construction paper. The children will design a beaded arm band using crayons or colored pencils. After they have colored them they will cut them out and use yarn to tie them on their arm. The children will wear them that day and discuss why arm bands were worn.



Activity three: Moccasins

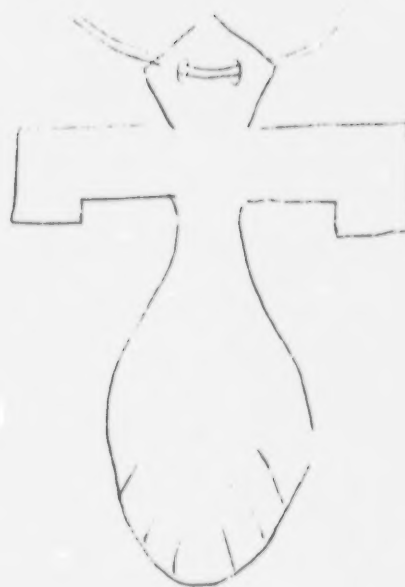
Children will discuss what moccasins are made out of. Children will be invited to wear their own if they have a pair. A picture of a pair of moccasins will be given to each child to design and color. The children will have many designs to look at because some of them have worn a pair and the teacher has also brought a couple of pairs of her own.



Activity four: Jewelry was an important item to many Indians. Necklaces of beads, bones, quills, and teeth were made. In some tribes, the claws from a bear were worn to show the bravery and courage of the warrior responsible for killing the bear. The children will be given string to make their own necklaces out of beads, macaroni, or pieces of straw to make an Indian necklace.



Activity five: Another type of necklace to be made is from vinyl pieces. The children will cut out a design out of vinyl pieces and lace shoe strings or vinyl strips through the holes. Then they will add several beads and knot ends of strip together.



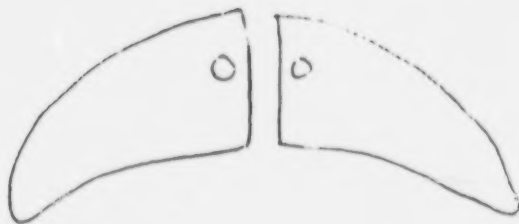
Activity six: A third type of necklace the children will make is a bear claw necklace. Bears were considered very dangerous. In some tribes a warrior who killed one was considered to be very brave. To show his bravery the warrior would wear the bear claws on a necklace. If fur pieces, are used, fold them over the strip and secure with some glue. Knot ends of strip together and wear.

*Bear claws may be made from cardboard or from the following dough recipe.

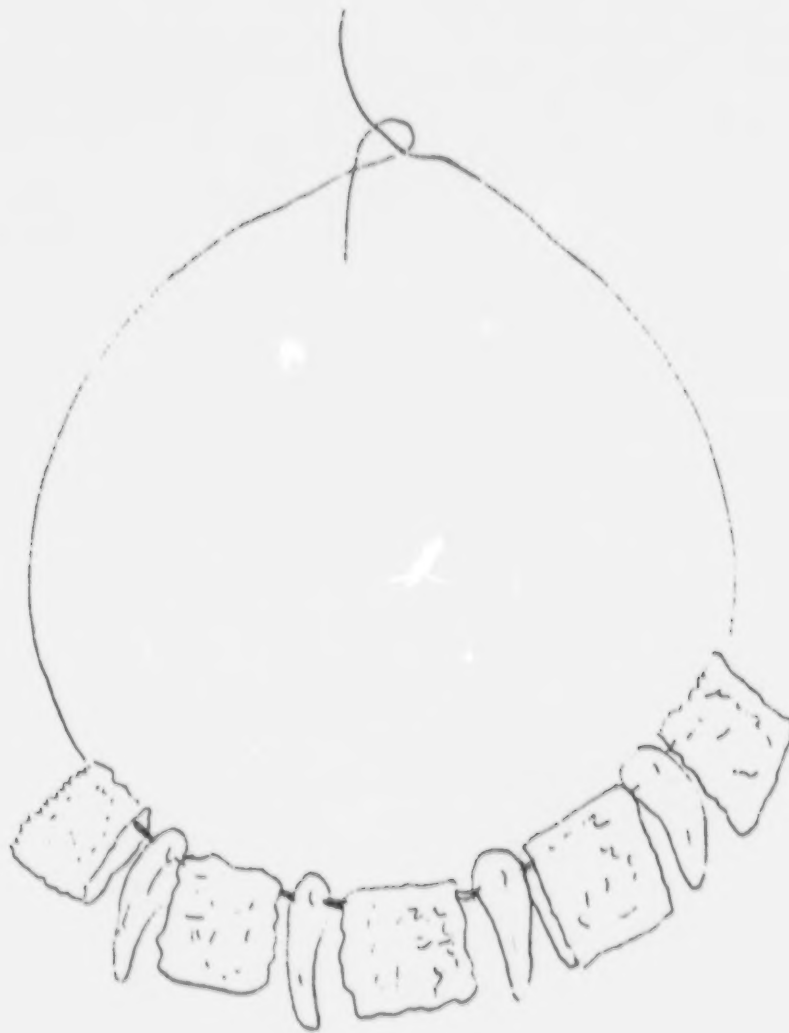
Heat 1 1/2 cups water, then add 1/3 cup black liquid tempera and 1 cup salt. Cool. Add 3 cups flour and mix well. Roll and cut with moon-shaped cookie cutter. Cut in half. Use pencil to punch hole for string. Bake at 325° for 30-45 minutes or until firm. Spray with acrylic varnish. (Makes approximately 100.)

Dry tempera may be used. Mix flour, salt, and dry tempera. Slowly add water. Form into ball. Refrigerate until used. May be kept in refrigerator for two weeks.

BEAR CLAW PATTERN



BEAR CLAW NECKLACE



BIBLIOGRAPHY

Crafts and Lesson Book, Moore Indian Education Center, 2009 North Janeway, Moore, Oklahoma 73160

Farguhar, Margaret. Indian Children of America, Holt, Rinehart, 1964

Indian Crafts and Beadwork. Craft Course Publishers, 1964.

Mason, Bernard S. Book of Indian Crafts and Costumes. Wiley, 1946.

SYMBOLS

By Tracy Renner Riggins

SYMBOLS

Upon completion of this unit, students will have a better understanding of symbols, images, and pictographs related to the dominant white culture and to the Lakota culture. This curriculum unit is designed to cover approximately six school days. This unit has been designed for the fourth grade in a normal classroom.

UNIT OBJECTIVE

The students will be able to define symbols as used in the dominant white culture in relationship to the Lakota culture. The student will also be able to appreciate and understand the pictographs used by the Lakotas. The student will gain an appreciation and understanding of and for the Lakota art through the completion of this unit.

The specific objectives are stated with each day's outline.

DAY ONE

Time: Approximately 40 minutes

Specific objectives: The student will define in writing the word symbol.
The student will demonstrate an understanding of the word symbol by writing a response to the U.S. Flag.

Preparation/materials: Worksheet showing the U.S. Flag, crayons

Activities: Tell the students that today they are going to learn about symbols, what they mean, and the different ways in which we see symbols. Throughout the week, they will learn more about the different ways in which they will see symbols and how they relate to a culture different from their own.

Define symbol - A symbol is something that represents something. Ask the student to say what they think a symbol is.

Example - \$, @, #, &, %. Make a list on the chalkboard of the students' responses.

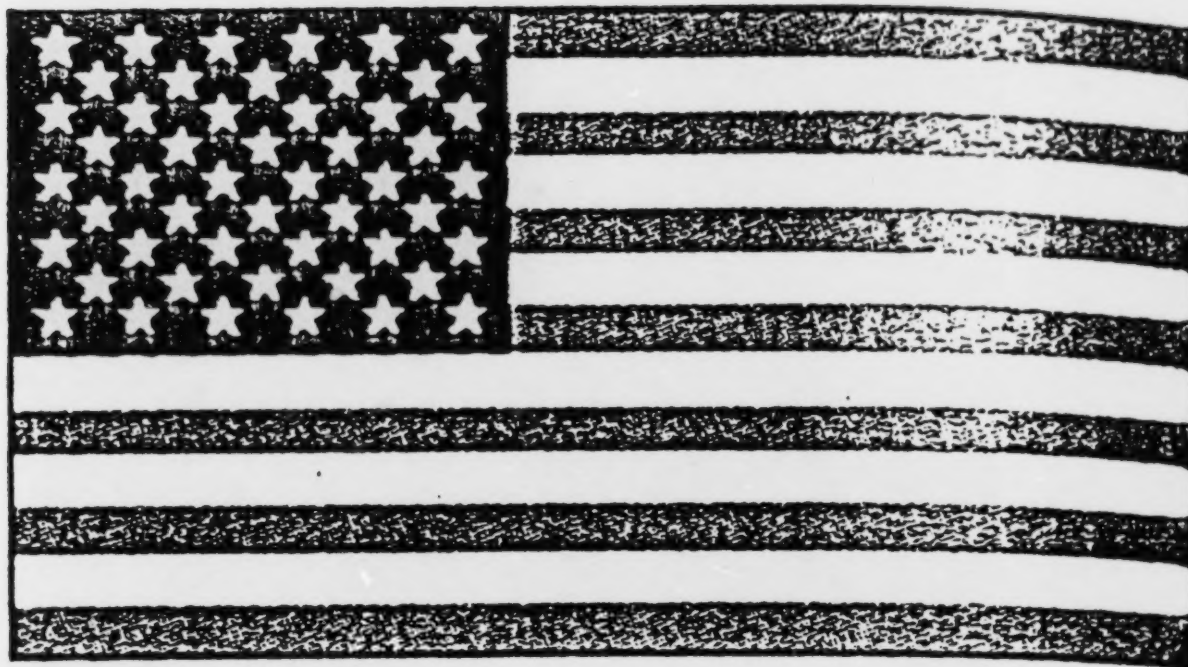
Tell the students a symbol sometimes represents something that cannot be seen.

Ask for examples. Example--flag.

A class discussion with the responses made by the students should follow. Have the students complete the worksheet with the U.S. Flag on it. They will be asked to color the flag and then write what the flag means (symbolizes) to them. They will begin writing by defining the word symbol and then express their opinion concerning the flag. The worksheets are to be turned in to the teacher at the conclusion of class.

Evaluation: Will be based on the class discussion, the definition that the students write for the word symbol, and the worksheets they complete.

Inform the pupils that there were many ways that symbols were used for communication purposes years ago by the Lakota tribal groups. Tell them that tomorrow they will learn more about them.



UNITED STATES

DAY TWO

Time: Approximately 40 minutes

Specific objectives: The students will demonstrate an understanding of the four ways of seeing a symbol by drawing each one on paper and writing an explanation for each one. The students, through oral expression, will relate to the class their definition of the word "image."

The students will orally express how pictographs have been experienced in their life, which will demonstrate an understanding of the term.

Preparation/materials: Drawings of pictograph names on transparencies, overhead projector, drawing paper and pencils

Activities: Review with the students what they have learned in day one about symbols.

Tell the students that they are going to learn more about symbols, but it will be with a culture different from the white culture.

Tell the students that they are going to learn about how the Lakota used symbols many years ago as a way of communicating. Show the pupils the drawing of the Indian (drawing A) on the overhead projector. Ask the students "What do you think this means or symbolizes?" After several responses from the students, tell them that the drawing is an image.

Define image--An image is a mark that looks like something. This image (drawing A) stands for a man's head.

Relate to students the drawing of Indian names (drawing B).

Tell students that Indian children like any other children were named soon after they were born. Sometimes the tribe's medicine man named them or a relative did. The entire village took part in the celebration of naming.

The children were named after animals, plants, trees or some natural occurrence that happened sometime during birth.

A girl kept her name throughout her life, but a man might change his through a dream or vision he had or by performing a great deed in battle or by fighting an animal like a bear or a wolf. If a man had a birth defect, he might also be named for the particular defect.

These drawings show how a man drew an image of himself (drawing B). This image is the way that the Lakota wrote their names long ago. The men's names were recorded as pictographs.

Define pictograph--drawing that represents (stands for) people, places, or things. Tell the students the names of the men in the drawings. Have the students make a pictograph of their own. Then have them orally explain their pictograph to the class. Discussion - Ask the students if they think possibly their ancestors of long ago had some

type of pictography they used as a means of communication? Why or why not?

Tell the student there are at least four different ways of seeing symbols.

1. Relate to the students that some images are symbols. Show a picture of a horse (drawing C) on the overhead projector. Ask if this is a symbol? State that this image is a symbol that looks like something it represents. A photograph can be a symbol.

Tell the student: This photograph is not a horse, but an image of a horse. Whenever this horse's owner sees this symbol of it, the owner thinks of his horse.

2. Show the next picture (drawing D) to the class on the overhead projector. This image is a symbol that almost looks like the thing it represents. A drawing can be a symbol.

Tell the students: This drawing is not a horse. It is an image of a horse. It shows that it has brown hair with white spots on it.

3. Some lines become symbols that hardly look like the things they represent. Show the next picture (drawing E) on the overhead projector. Either of these could be a symbol of a horse if you want them to.

4. Ask the students if they have ever made lines that were a symbol for something but did not look like what it was supposed to represent?

Tell the students: That a word is a symbol that does not look like the thing it represents. Show the next picture (drawing F) on the overhead projector. Tell the students: These words are not a horse. They are symbols that mean horse, any horse. Whenever any of us reads these words we think of a horse.

Summarize: Briefly review the different ways in which we can see symbols. Ask the students to help you list them on the chalkboard.

1. An image is a symbol that looks like what it represents (drawing C).
2. An image is a symbol that almost looks like the thing it represents (drawing D).
3. Some lines have become symbols that hardly look like the things they represent (drawing E).
4. A word is a symbol that does not look like the thing it represents (drawing F).

Outside assignment: Have the students bring four images that represent a symbol from each of the four above. They can use a photograph from home or out of a magazine for the first one and then draw the other three. This is due the next class period.

Evaluation: Evaluation will be based on completion of the outside assignment. Tell the students that tomorrow they will look at some more pictographs.



DRAWING A

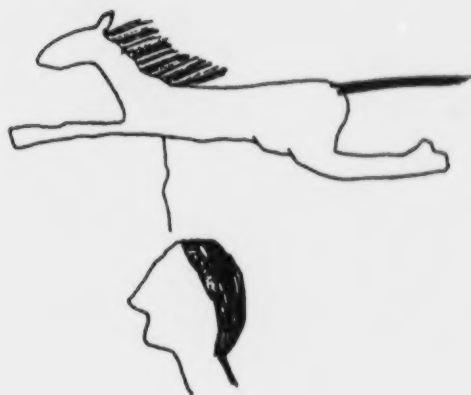
HIGH BEAR



SPOTTED ELK



FAST HORSE



LITTLE EAGLE



HIGH WOLF



KILLS THE ENEMY



DRAWING B



Bucking Broncos

DRAWING C



34

38

39

DRAWING D



DRAWING E

HORSE

DRAWING F

DAY THREE

Time: Approximately 40 minutes

Specific objectives: The student will demonstrate pictographs by drawing them at the chalkboard and at their desks after they have made up a story.

The students will complete a worksheet containing pictographs.

The students will write two advantages and two disadvantages of pictographs.

Preparation/materials: Worksheet G and H, pictograph packets, overhead projector

Activities: Ask the pupils if they had any problems with the homework assignment. Collect the papers if there aren't any questions and tell the students that the papers will be displayed on the wall after you have looked at them.

Tell the students that long ago Lakota people had a kind of writing. Instead of using words, they used pictographs.

With the use of an overhead projector, show several of the pictographs from the pictograph packet.

Have the students express their comments about the pictographs. Draw several on the chalkboard as the students request them. Using the pictograph packets, have the class make up a story with the teacher writing it on the chalkboard in pictographs. The entire class will orally respond to which pictographs need to be used in order for the story to be the same as the original. Ask for volunteers to come to the chalkboard and draw one pictograph each. The students who remain at their desks should be drawing them on paper.

After the story has been completed, have the students write down two advantages and two disadvantages of the use of pictographs for communication.

Hand out pictographic worksheets (G and H) and have the students complete them.

To read the story, you begin in the middle and move counter-clockwise.

Evaluation: Evaluation will be based on the story created in class and the pictographs selected by the student to fit the word story line. Also, by the advantages and disadvantages written down and by the worksheets completed. Tell the students that tomorrow they will work in pairs and they will create their own pictograph story.

一、
 二、
 三、
 四、
 五、
 六、
 七、
 八、
 九、
 十、
 十一、
 十二、
 十三、
 十四、
 十五、
 十六、
 十七、
 十八、
 十九、
 二十、

To read: Start from the Center.



43

WORDS TO THE PICTOGRAPH STORY (drawing G)

Two brothers went on a journey. They traveled for two days until they came to a lake. There they found a canoe and crossed the lake. They reached a friendly village where they camped and fished. They left the village. A short distance from the village they saw a bear. They killed the bear, cooked and ate it. They then traveled for three more days until they came back to their own village. Twelve warriors came out to meet them. They smoked the peace pipe and had an enjoyable time.



DRAWING H

Sometimes old pictograph hides tell only one story. Here is an example of such a story. Follow around the circle of pictographs on the next page as you read what each represents below.

- | | | | |
|----|---|----|--|
| 1 | Two brothers, one of them a chief, | 18 | who told them |
| 2 | by the name of Spotted Elk | 19 | that the sun would soon come out, |
| 3 | and White Beaver, together with their tribe | 20 | the weather would get warm, |
| 4 | experienced a severe winter of deep snow | 21 | the rivers would run |
| 5 | and stormy weather, | 22 | and the buffalo would come near to their camp |
| 6 | and three members of the same tribe | 23 | and they would have plenty of food. |
| 7 | froze to death. | 24 | What he said came true, and in three |
| 8 | They suffered a famine | 25 | days |
| 9 | and their wives | 26 | the lookout on the hill signaled that he had discovered |
| 10 | were very hungry | 27 | the buffalo. |
| 11 | and their little girl, | 28 | They secured a large quantity of meat which they cured on the drying poles |
| 12 | two years old, | 29 | and were quite happy, |
| 13 | had the whooping cough. | 30 | but they did not forget to place a flag of sorrow |
| 14 | They sent for the Medicine Man | 31 | on the little girl's grave. |
| 15 | but he did no good and the little girl died. | | |
| 16 | Everybody grieved greatly. | | |
| 17 | Then the top man of the tribe had a conference with the wise man of the village | | |

The above story and pictographic information found on pages 56 to 67 and on page 73 are from the book, Indian Sign Language by William Tomkins, a 1969 Dover publication by Dover Publications, New York City, New York.



ANTELOPE



ARROWS



BEAR ALIVE



BEAR DEAD



BEAVER



BIRD TRACKS



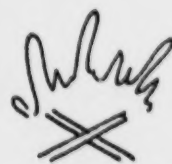
CAMP



CANOE



CROW



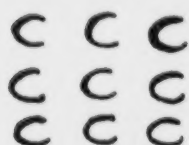
FIRE (CAMP)



FISH



FORT



HORSE TRACKS



GUN



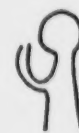
BLANKET



EAGLE



HORSE



EAT



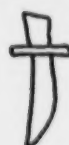
SEE



DEEP SNOW



MOUNTAIN



KNIFE



LIGHTNING



PIPE



HEART



BUFFALO



RAN



NIGHT



DAY



RAIN



LIFE



SPEAK



SNAKE



RIVER



WAR



CORN



FIFTEEN



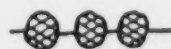
SMALLPOX



TREE



HUNGRY

CANOE WITH
WARRIORSMAKING
PEACE

3 DAYS



DEER TRACKS



DUCK



HEAR



HUNT

CACHE,
MANYA LOT
OF MEAT

STARS



SKY



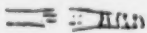
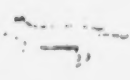
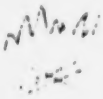
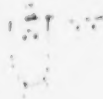
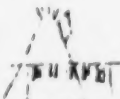
WINTER

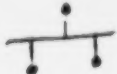
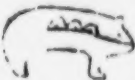
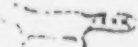
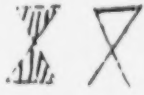
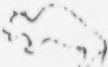
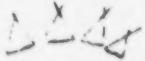
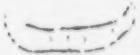
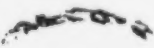
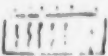


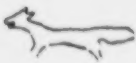
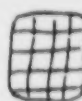
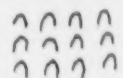
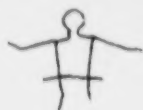
OLD

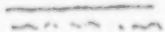
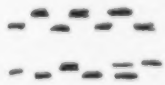
MEDICINE
MANWAR
BONNET

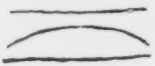
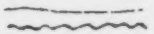
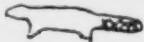
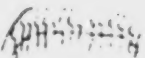
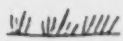
TOMAHAWK

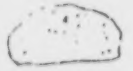
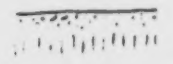
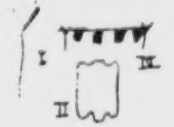
				
Big Crow	White Crow	Calumet Dance	Council	Crane
				
Lakotas and Cheyennes Make Peace	Day	Death	Deer Tracks	Deer, Moose
				
Discovery	Dog	Duck	Eagle	Eagle Tail
				
Encampment	Evening	Famine	Fear	Fear
				
Campfire	Fish	Peace Flag	Grave Flag	Plenty Food

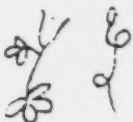
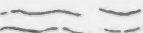
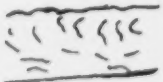
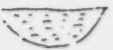
				
American	Antelope	Arrows	Bad	Bear Alive
				
Bear Sad Heart	Bear Glad Heart	Beaver	Beaver in His House	Beaver Tail
				
Bird Tracks	Black Deer	Blanket	Headless Bodies	Bow and Arrow
				
Brothers	Buffalo	White Buffalo	Indian Camp	Canoe
				
Cheyenne	Cloud	Cold and Snow	Come or call for	Plenty Coups

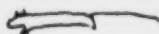
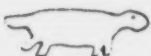
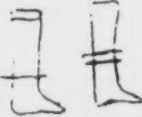
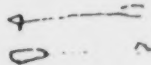
					
Fox	Black fox	Froze to death	Girl	Goods	Goose
					
Grasp	Gun	White hawk	Heart	Hard	Hear
					
Hit	Horse	Spotted horse	Horse tracks	Hungry	Stole horses
					
Fast horse	Ropes horses	Hunt	Island	Knife	Lake
					
Wild horse	Lariat	Leggings	Life	Lightning	Long hair

					
Spotted face	Spirit	Spirits above	Bad spirit medicine	Great Spirit Everywhere	Speaks
					
Storm and windy	It struck	Starvation	Stars	Sunrise	Sunset
					
Sun	Sun	Swallow	Talk	Talk together	Tipi (man reached)
					
Tipi	Thirty	Thunder bird	Tree	Same tribe	Tracks
					
Trade	Treaty	Tomahawk	Top man	Three years	Wading birds

					
Walked past	War bonnet	Raising war party	War	War	Water carrier
					
Calling for rain	Weather clear	Weather stormy	Whirlwind	Whiteman's horse	White beaver
					
White hawk	White man	Whooping cough	Wind	Wolf	Woman
					
Woman	Winter	Cactus	Canyon	Christian	Corn
					
Dead	Drum and stick	Drumstick	Earth lodge	Geese	Grass

					
Lynx	Man on horseback	Man holding gun	Man	Man	Tall whiteman
					
Wise man	Man grieves	Man holding bow	Man disabled	Mandan	Measles
					
Many, cache, heap	Medicine man	Medicine man	Medicine man	Medicine tipi	Medicine lodge
					
Plenty meat	Moon (night sun)	Morning, sunrise	Moose	Mountain	Negation
					
Night	Night	Three nights	Noon	Omaha Indian	Old

					
Making peace	Peace pipe	Pipe	Pipe	Thunder pipe	Medicinal plants
					
Porcupine	Power	Prisoners	Jack rabbit	Rain and cloudy	Ran
					
Rattle snake	Rest	River	River fight	River flood	Road
					
See	Sea	Shell	Mountain Goat	Sick	Sky
					
Small pox	Snake	Deep snow	Deep snow	Sociability	Soldier

					
Stone hammer	I did it	Hidden, obscure	House	I or me	Inspired
					
Meteor	Moon (new hung)	Moon (reached half)	Moon (full)	Mouse	Old
					
Otter	Prayer	Prisoner	Moon & sun shining, bright	Singing	Snow
					
Strong	Rising sun	Supplication	Intense talk	Thunder bird	Travois
					
Old tree	Turkey	Turtle	Walk	War	Woods

DAY FOUR

Time: Approximately 40 minutes

Specific objectives: The students will write their own pictograph story.

The students will interpret pictograph stories written by other students.

Preparation/materials: Pictograph packet, writing/drawing paper

Activities: Begin with discussing the students answers for the advantages and disadvantages of pictograph for communication.

The pupils will work in groups of two and will make up a story in which they will use as many pictographs as possible. The story should be logical.

Upon completion, they will exchange their pictographic stories with other groups. Then, each group will try to figure out the story and will write the words below the pictograph. After everyone has completed this, each group will hold up the story they have translated and will read the story to the class.

Evaluation: Evaluation will simply be the completion of the pictographic story.

Tell the students that tomorrow they are going to discover how history was recorded with pictography.

DAY FIVE

Time: Approximately 40 minutes

Specific objectives: The student will define winter count in writing.

The student will create his own winter count sheet.

The student will be able to interpret winter counts made by other students.

Preparation/materials: Pictograph packets, wintercount sheet (I), overhead projector

Activities: Show the students drawing I. Tell them that sometimes pictographs were sometimes written on old hides. Sometimes old pictograph hides tell only one story. Here is an example of such a story. Some picture stories were painted on robes, tipi liners, shields, and warriors shirts. Some of these paintings were histories. They were records of important events that happened to a group of people over one year or many years.

Tell the students: Try and bring back to your memory some of the fun and exciting things that have happened to you so far this year and make a winter count story about these events.

Evaluation: Evaluation will be based on the completion of the winter count project.

DAY SIX

Time: Approximately 40 minutes

Specific objectives: The students will be able to answer some of the review questions. The students will write a paper expressing their own personal views they may have for symbols and the Lakota ways of writing.

The students will be able to list in writing some of the reasons why the Lakota have changed.

Preparation/materials: Writing paper

Activities: The teacher will make several conclusion statements about what the students have learned the past five days. Before the review, they need background information: The students should be made aware of the fact that the lives of the Lakota have changed. They could no longer have and use the things from the old way of life. They began painting on cloth and notebooks of paper. Lakota today use some of the same things, but only at special times. They will wear their beautifully painted costumes when they have dances or ceremonies. They no longer decorate their homes with tipi liners. These changes did not happen overnight. The people had been gradually accepting and adopting the tools and materials of the new way of life. As Lakota moved on to reservations and the land was allotted, they moved on to their own piece of land. They gradually became separated from the once close village life where the customs were so strong.

The schools that Lakota children went to also taught them the White man's way of life and the way he saw the world. With each generation, more and more of the White man's ways and language were learned.

Relate in your own words to the students: The reason for this unit is I, as a teacher, hoped the students would understand that the more we learn about others, the more accepting of others ways of life we can become. It is through the learning of a different type of communication (Lakota), that we as students and later on as adults, will be able to appreciate and more fully understand the Lakotas.

Review: You have learned what a symbol is and how image is used to symbolize something? Ask a question related to this question.

You have learned something old about the Lakota art and you have also learned how they changed to new ways and why. Ask a question.

You were learning about the Lakota and also about yourself, through expression of another culture's way of communication.

Have the students write a paper on the importance of being made aware of symbols, pictographs, and the Lakota traditions. What do they feel they have gained from this unit on symbols? How does it relate to their everyday life? Do you rely on symbols many times in order to understand something?

Evaluation: Evaluation will be based on the review and the papers the students hand in. Evaluation throughout this unit will be based on the teacher's observation during class discussion, group discussion, and individual work. Also, through the worksheets, papers, and art work done by the students.



BIBLIOGRAPHY

Amiotte, Arthur, Art and Indian Children of the Dakotas: An Introduction to Art, Developed and produced by the Cultural Arts Curriculum Development Center, Manderson, South Dakota.

Artman, John, Indians-An Activity Book, Hill Printing Company, Inc., Iowa.

BUILDING SELF-ESTEEM:
I LIKE WHO I AM

By Kathleen C. Michelotti

Introduction: The purpose of this Unit is to focus on building a more Positive Self-Esteem through varied and different activities. We will be working on a main theme throughout this unit. Its focus is: "I Like Who I Am!"

This unit's purpose is to enable the Native American Child to experience many and varied activities, ranging from hands-on-art, to creative writing, math, pertaining to their own world, inter-action activities that encourage friendship-building and various other academic and artistic activities.

This unit's purpose is to provide many, varied and unique activities that will hopefully enable the child to experience success, thus acting as a facilitator in aiding in their process of "Liking Who They Are!". The teacher's role as "model" for Liking Who You Are, is paramount, I feel, in setting the ground rules, so the activities can begin and growth can take place.

This unit will be featuring listening, speaking, reading and writing activities. It will be student centered and comprehension centered. It will incorporate active learning hands-on strategies and will use culturally relevant materials. Seating will be cooperative learning style (in groups of 5). It will allow for diverse learning styles. It will be thematic. There will be parent involvement and guest speakers.

Time required: Two weeks. One half a day. (10 hours)

Student centered objectives: Listed above each activity.

Materials needed: Listed above each activity.

Methodology or Procedures: Listed above each activity.

Evaluation Procedures: Listed with each activity.

References or Bibliography Source: Listed by Activity.

Day 1

The teacher will explain Unit Activities and Goals of Unit to class before starting. I will let them know that we will all evaluate the Unit at its completion to see if, in fact, the Goals were indeed met.

Days One and Two: The teacher will lecture on historical overview, Using maps and writing pertinent vocabulary terms on the board, overhead or chart. The teacher will teach:

- Pre-Contact period of Native Americans (history);
- Contact Period (1800's) wherein Native Americans started their interactions with traders and Treaty signing of 1850's-on, and what effect treaties had on the cultural development of the Native American, and

- Contemporary Period.

Time Needed: 45 minutes

Materials needed: Overhead or blackboard for writing down facts. Maps of the period. Pictures in books and pertinent sources.

Procedure: Using facts in notes from Dr. Will and Bill's lecture and handouts, the teacher will present a factual historical time-line-perspective on which to build the Unit. The student will make a Native American Unit folder that can be individually decorated and which will serve to hold any pertinent handouts, notes or tests. At end of Unit, all folders will be handed in and graded upon the contents. (Class will be in rows for intro. lecture.)

Evaluation: Along with folder completion, there will be notes to grade and a short quiz on terms & dates and facts.

References or Bibliography Source: Dr. Willard Bill's Notes and handouts. #From Boarding School to Self-Determination.

Day 2

The teacher will teach Basic Native American Concepts, using Linda Armstrong's Handouts.

References or Bibliography Source: Culture Based-Curriculum Development: by Linda Skinner Armstrong.

- That there is no "typical" Indian. Indians from various tribes differ in many ways (i.e., clothing, shelter, food, belief, customs. . .).
- That the American Indian's way of life is to live in harmony with nature, rather than to exploit it.
- The way the Indians lived, ate, dressed, and believed, was to a large degree a response to nature and their environment.
- That the American Indians met their basic needs for food, clothing, and shelter by making wise use of their environment.
- That storytelling is an integral part of the Native American culture.

The teacher will give out handouts of Native American Contributions. We will read and discuss contributions orally in class.

The teacher will show overhead transparencies on Native American Sign Symbols that were used.

Evaluation Procedure: Handouts and notes will be placed in Native American "I Like Who I Am" folders which can be checked and graded by the teacher.

Day 3

The class will make "Buckskin Art" using paper bags.

Time required: 45 minutes.

Materials needed: Paper bags (large), water, colored chalk, charcoal, black tempera wash.

Procedure: The children wet the paper bag. They crunch and wrinkle and "work" dampened paper till it is soft and buck-skin-like. They will tear the edges to simulate buckskin. When dry they will draw their story in picture form using colored chalk. They take a large paint brush and wash over entire picture with the tempera-wash. The artwork will be proudly displayed on bulletin board.

Evaluation: Completed artwork.

Bibliography Source: Mrs. Michelotti's teaching materials.

Day 4

Descriptive Writing: "Telling About a Tree"

Objective: The student can match a drawing of a tree to a written description of a tree when the descriptions are specific. (Students will be seated in Cooperative Learning Groups.)

Materials needed: Concrete objects to illustrate the concept of size, color, shape, texture; pictures of trees; drawing or painting supplies, drawing paper and writing paper.

Language Experience
SAMPLE LESSON 4

<u>Topic:</u>	Descriptive Writing
<u>Title:</u>	"Telling About a Tree"
<u>Grade(s):</u>	All Levels
<u>Outcomes:</u>	The student can match a drawing of a tree to a written description of a tree when the descriptions are specific.
<u>Material:</u>	Concrete objects to illustrate the concept of size, color, shape, texture; pictures of trees; drawing or painting supplies, drawing paper and writing paper.

Catalyst: Stimulate Oral Language - Activate Schema

1. Introduce the students to the concepts of "color", "size", "shape", and "texture" by bringing concrete examples to class for them to see and touch. Put words and symbols to represent color, shape, size, and texture on the board. Ask students to name words they know for each category. Repeat the words they give you and write them under each category. As much as possible, show a concrete example for each word that a child gives you (i.e., "tall"; ask the tallest child in the class to stand).
2. Involve the students in an experience where they can observe trees (field trip, film, slides, magazine pictures). Ask students to look for examples of color, size, shape and texture. Encourage students to talk about the trees they see and to name words to fit each category. Introduce and demonstrate new vocabulary not offered by the students, and add it to the lists previously generated.
3. Ask students to close their eyes and imagine a tree. It can be one they have seen before or one they create in their minds. Help students create the image by asking them to think about the tree's shape, color size, and texture.
4. Provide students with painting or drawing supplies and ask them to draw the tree they saw in their mind. Ask students not to write their names on

their picture. (To help young students remember which drawing is theirs, put their names on the back.)

Creating the story: Transcribe Student Language into Reading Material

1. Ask students to work in pairs and to take turns describing to their partner the tree they drew, using the categories of color, shape, size, and texture. Encourage students to choose descriptive words, when possible, that are unique to their tree and not just any tree. The further developed the language skills of the student the more access he/she will have to descriptions that are specific. Ask students if the description of their tree sounded the same or different than their partners. If some students say, "the same", help them discover descriptive words that are unique to their drawing.
2. Provide students with writing paper and ask them to write a description of their tree that includes color, size, shape, and texture. Refer to the lists of words they generated earlier to give them ideas and correct spelling. If students are not able to write their own descriptions, take dictation but encourage students to label their own pictures using words from the lists. Students should be encouraged to help each other find and write the words they need. Assigning students to work together in groups of four may be helpful. Ask students to put their name on the back of their writing paper when they are finished. Collect the drawings or paintings and put them to one side.

Reading skills: Select Skills from Student Text that will Enhance Meaning

1. Ask each child to read their story to themselves, to you and to a peer, and then to underline each word that tells the color, size, shape and texture of their tree. Encourage students to help each other. Ask students to trade papers and try to read another student's description. Collect the writing papers.
2. Place the students in groups of four. Give each group a set of drawings and a set of writing papers that go with the drawings. Make sure the papers or drawings belong to no one in the group. Ask students to look around the room for their drawing and to see if it is matched up with their writing. Discuss why the papers are matched correctly or possibly why they are not (Descriptions may have been too general.)

Extensions: Provide Additional Practice using Student-Authored Text

1. The class makes a "categories" game by writing the descriptive words they underlined in their stories on word cards. This deck of cards can then be categorized by "color," "shape," "size" and "texture." (these words can also

be used to categorize initial or ending consonants, vowel sounds, or used in alphabetizing exercises.)

2. The descriptive writing is attached to the drawing and displayed for all to see and read.
3. Make a class book about trees by including the drawings and descriptions done by all of the class members. Put the book in the class or school library.

Evaluation: Completed work and feedback.

References: Classrooms Without Borders, Gerald L. (Jerry) Brown

Day 5

Shoe Graphing (Math)

Objective: The students will take off one shoe and place it in middle of classroom or front of classroom. Chairs will be arranged in a circle. The class and teacher will arrange shoes according to size or type or color and record results on a large piece of butcher paper.

Materials needed: Large piece of colored paper and marker, pencil, eraser, shoes of various types, colors and sizes.

Procedure: Each child takes off one shoe and places it in center of front of class. Shoes are then sorted and class decides how they want the shoes graphed. Results are drawn on large graph in pencil, then marker. The children then go up, one by one, and pick a shoe at random. (It cannot be theirs.) They hold up the shoe and the claimant holds up their hand. The owner of the shoe then interviews the "chooser" of his or her shoe and in 20 minutes introduces the person that they interviewed to the rest of the class, telling their names, what their likes and dislikes are and other fun facts. Each interviewer must not take more than 5 minutes.

Evaluation: Completed graph and feedback.

Reference source: Mrs. Michelotti's own materials.

Day 6

Invite Mrs. Running Wolfe into class to lecture on her Shoshone Culture. She will display Native American artifacts and make Shoshone tipi's with class.

Time required: 2 hours.

Objectives: The students will be seated in rows and view the Native American artifacts and listen to Mrs. Running Wolfe's lecture on the historical background of Shoshone tipi's.

Evaluation: Completed tipi's displayed proudly outside of room with displayed history of tipi's in writing.

References: Mrs. Sharon Running Wolfe.

Day 7

Listening to Native American music and decorating a large musical note and displayed on large staff in the classroom.

Time required: 45 minutes.

Objectives: While listening to Native American music in background, the child will glue torn pieces of paper onto large musical note that expresses how the music makes them feel. Displayed art is arranged on large staff on wall, with title "Music is the Harmony of the Soul."

Materials needed: Construction paper, large staff strips already ready on wall, glue, music, paper of different colors.

Procedure: The children tear and glue paper into a picture on their notes. The completed notes are then placed on large staff on wall.

Evaluation: Completed work, feedback.

References: From Native American Institute Speaker, Colleen E. Almojuela: Assistant Director, REACH Center for Multicultural/Global Education.

Day 8

Talents Unlimited Activity.

Purpose: Upon finishing the reading of the book, Naya Nuki, Girl Who Ran, by Kenneth Thomasma, the teacher and class will list many, varied and different words that are used to describe how Naya Nuki felt when she was reunited with her mother.

Time required: 30 minutes.

Objective: After the book is read by teacher, the students will tell the teacher many, varied and different words that could be used to describe Naya Nuki's feelings when she was reunited with her mother.

Materials: Large piece of paper, marker, book, Naya Nuki, Girl Who Ran.

Procedure: The teacher will record many, varied and different (class brain-stormed words) upon an already blown-up picture of Naya Nuki (pre-drawn).

Evaluation: Completed list of classroom words ready for display.

References: Mrs. Michelotti's own book, Naya Nuki, Girl Who Ran, by Kenneth Thomasma.

DAY 9

American Indian/Alaska

Purpose: Native Bingo

Time required: 30 minutes.

Objective: The students are to be out of seat and seeking out others who can answer their fact sheet.

Materials needed: Fact sheet, pencils, students.

Procedure: The students are to go around and seek out, in an orderly fashion, those who can most expediently, answer the majority of their questions. Allow enough time for success. The person who gets all of their facts completed or the person who most nearly completes their fact sheet, will be the winner who chooses what the class will play for recess that day.

Evaluation: Completed fact sheet to be placed in Native American folders and feedback.

Sources: Coleen E. Almonjuela.

Day 10

Purpose: Indian Meaning of Our States

Time required: 45 minutes.

Objective: The students will receive handouts. They will discuss orally and read aloud handouts. They will then fill in appropriate meaning in appropriate state and color.

Materials needed: Handouts, crayons.

Procedures: Students will read then fill in (matching meaning of state name) in appropriate state, then coloring the state. They are then to place the materials into their Native American folders.

Evaluation: Completed handouts, completed Native American folders and feedback.

References: Mrs. Michelotti's own materials and materials from Bob Parsley, Indian Ed. Specialist.

BIBLIOGRAPHY SOURCES

Bill, Dr. Willard, From Boarding School to Self Determination.

Armstrong, Linda Skinner, Culture Based Development.

Brown, Gerald L. (Jerry), Classrooms Without Boarders.

Mrs. Sharon Running Wolfe.

Mrs. Michelotti.

Alomojuela, Colleen E., Assistant Director of REACH Center for Multi-cultural Global Education.

Thomasma, Kenneth, Naya Nuki, Girl Who Ran.

Bob Parsley, Indian Education Specialist.

Along with this unit our class will be doing a Whole Language Unit in Reading: Indian in the Cupboard and consequent activities that I have enclosed.

Kathy Michelotti

4TH GRADE OBJECTIVES

Indian in the Cupboard

LA1.02.04	#4
LA2.03.04	#1 content #2 noncontext strategies
LA2.04.04	vocabulary know. #1 - meanings #2 - synonyms - antonyms #3 - multiple mean.
LA2.05.04	understanding word concepts #3
LA3.06.04	comp. strategies #1 story map #2 chapter head. #3 paraphrase #4 summary #5 predicting #6 self quest.
LA3.07.04	demonstrate read. comp. strat. #2, #3, #5, #7, #8, #9
LA3.08.04	critical read. skills #1 identify problems #3 author's motive #4 fact/fiction #6 compare/contrast #7 story elements
LA3.09.04	literary forms #2, #10
LA4.11.04	<u>Study Skills</u> #1-6
LA4.12.04	#1-7 org. and retention
LA4.13.04	Skills and strat. for respond. in class #1, #2
LA4.14.04	locating info. #3
LA4.16.04	independ. study strat.

#1-4

LA5.17.04

listening
#1-12

LA6.20.04

communication skills
#1, #2

LA6.21.04

group discussions
#1, #2

LA7.29.04

written comm.
#1 friendly letter
#4 envelope

LA7.30.04

book review

LA7.33.04

#5

Many grammar skills, too!

THE INDIAN IN THE CUPBOARD

A Read-aloud Favorite by Lynne Reid Banks

Taking care of someone else is a huge responsibility. That's the lesson Omri learns when his three-inch, plastic Indian suddenly comes to life. Share this witty, thought-provoking fantasy and the following activities with your students.

- The Indian In The Cupboard, set in England, is rich in English vocabulary words which might be foreign to young American readers. For example, biscuits are cookies; a lorry is a truck. Have students keep a list of these words and phrases as they read. Using the context, have students design original picture dictionaries giving each English word, its American meaning, and an illustration. Place the "pictionaries" in the library to motivate others to read the book.
 - Have some fun writing original "come-to-life" stories. Challenge students to think of other methods by which a toy might become real; then have each student select a toy and write a story about it. Instruct each student to describe how his toy becomes real, what role he has in its transformation, and the personality of the toy now that it's "alive." Make attractive covers for the students' stories using manila file folders and markers or crayons.
 - Omri felt he knew all about Indians from watching television. As he got to know Little Bear, he realized things weren't as simple as he thought. Indians (and cowboys, too) were real people with real wants, needs, and emotions. Use this concept to introduce a discussion of stereotypes which evolve with little consideration for individual differences. What stereotypes about Native Americans are presented on television and in movies today? Did the author of this book present any stereotypes about Native Americans? Have you ever
- formed an opinion about someone before actually getting to know him or her? What do you think caused you to feel this way? Did you change your mind? If so, why?
- The Indian In The Cupboard is packed with colorful characters. Ask students to choose a character on which to write a "Missing Persons" report. So that the public will recognize the missing person, the report should include detailed descriptions of the character's physical and personality characteristics. Have each student write his report on the bottom half of a large sheet of art paper, adding an illustration of the character to the top half. Display these "WANTED" posters in the hallway.
 - Boone and Little Bear are very different; yet they come to care for and respect each other. Discuss qualities students value in their friends and how they differ from their close friends; then have each student trace around his hand on colored construction paper. After cutting out the hand, have the student list qualities of a friend on the cutout. Display pairs of shaking hands on a bulletin board entitled "Friends Can Be Different."
 - This delightful fantasy ends with the line "Just to know that you could, that was enough." Will Omri be content to let the adventures of Boone and Little Bear become a warm memory? Ask students to imagine a situation in which Boone and Little Bear come back to life; then enjoy Lynne Reid Banks' sequel, Return Of The Indian (Avon Books, 1987).

INDIAN IN THE CUPBOARD

Day 1

Read Ch. 1 & 2

Discuss the idea of a Directed Reading and Thinking Activity (DRTA)--start a sheet for their folder. DRTA-Ch. 3

Discuss vocab. for Ch. 1--use books

*Can use "student leaders" (pairs) teacher directed

Day 2

Do comp. questions for Ch. 1 & 2

Introduce (sheet 25) Questions, Questions, Questions

Write four questions of their own.

Discuss Ch. 1 & 2 and vocab. for Ch. 2 (me as leader)

Cloze sheet on vocab.--together or indep.

Read Ch. 3

Day 3

Write 2 more questions indiv. on sheet 25. (Ch. 3)

In group do Activity on p. 4 of novel unit.

-make a list on the board of words that might be used to describe Indians. List the words the author uses to describe the Indian.

INDIAN DESCRIPTIONS	THE AUTHOR'S DESCRIPTIONS

Look up vocab. If necessary and use them in sentences. Do this in pairs (refer to sheet with Ch. 2 words).

Day 4

Group discussion over Ch. 3--"Thirty Scalps" (student leader)

DRTA Ch. 4

Soak paper sacks for tepees--see Art activity

Read Ch. 4

Write two more questions on sheet 25.

Day 5

Start designing tepees

Discuss Knowledge level questions

Share their questions on sheet 25

Do follow-up sheet 26

Do comp. questions for Ch. 4--complete sentences

Day 6

DRTA Ch. 5 and read.

Do sheet 27 "Questions about yourself"

Group discussion over Ch. 5--new student leader

Start Clue sheet for Ch. 4 vocab. --create their own.

- | | |
|-------------|--------------------------------|
| 1 - - - - - | 1 A quick shuffling pace. |
| 2 - - - - - | 2 A sudden overpowering fright |

Day 7

Finish making their Clue page
DRTA Ch. 6

Group discussion on Magic (p. 10) in novel unit new leader.

Day 8

Read Ch. 6 "The Chief is Dead"

Discuss Ch. 4 & 5 (new student leader) Answer Comp. questions for Ch. 5, exchange clue sheets

Day 9

Discuss vocab. for Ch. 5 in group, also comp. questions from previous day (leader)
DRTA Ch. 7

Start a character collage--Omri or the Indian cut pictures or words out

Day 10

Read Ch. 7

Skills--base words, syn., and antonyms

Do antonyms and synonyms for Ch. 6 vocab. words

compromise

chaos

suspicious

fabulous

scuttle

stench

engulf

magnanimous

vault

(These are the base words)

Finish collages

Day 11

Group--discuss synonyms and antonyms for Ch. 6

Share collages

DRTA Ch. 8, Read

Day 12

Discuss the Application Level of learning

Brainstorm some questions on this level.

Then have them write two questions of their own and answer them.

Group-discuss Ch. 8 (new leader)

Day 13

DRTA Ch. 9 & read

Writing activity (p. 16 in the novel unit)

Use cupboard as an example, assign their choice of Indian or Cowboy--acrostic activity.

Use info. from the story or previous knowledge. (Adj. or phrases)

Day 14

Group discuss Ch. 9

Work on cause and effect

Start writing sentences in pairs--use vocab. from Ch. 9 and 10 DRTA CH. 10 and read

Day 15

Finish sentences and turn in Semantic webbing on the board

Omri

Little Bear

Day 16

DRTA Ch. 11 and read

DRTA Ch. 12 and read

Word webs-look for sheet

words: assurance, gingerly, grimace, apprehension, and energetic.

Day 17

Group--discuss chapters 11 and 12 (leader)

Group sequencing activity (see sheet)

Comprehension sheet questions

Day 18

Role play (see p. 20 in novel plans)

Discuss vocab. for Ch. 12

--what would the base words be?

DRTA Ch. 13 and read

Day 19

Write vocab. for Ch. 13 on the board, brainstorm synonyms for each word (refer to page numbers for context)

Do the cloze sheet using vocab.

Day 20

DRTA Ch. 14

Read Ch. 14

Word Cycle sheets--do together as a group on the board and on their papers. Choose 10 of their vocab. words from Ch. 14. Go over other vocab. words using context.

Day 21

DRTA Ch. 15

Read Ch. 15 and discuss during group today--leader

Locate the vocab. words (novel plans) using page #'s assign each student a word--they define in group

-now use them in sentences--write them on butcher paper

Day 22

DRTA Ch. 16--How do you think the story will end?

Read the last chapter

Draw your favorite scene in the book (one that is not already pictured)

Day 23

Do the post reading questions together in group--leader

Play Bingo using vocab. words from the story

--write 24 words on the board, they will copy in whatever order they wish on their Bingo sheets.
Give clues or meanings and they locate the word.
Check orally for each word given.

*Collaged with webbing of vocabulary words that are alike

FOLLOW-UP PROJECTS

Make a new book cover, inside: info. on the author, short summary or book talk.

Dioramas

Wanted Posters on characters in the book: Omri, Little Bear, Patrick, etc.

INDIAN IN THE CUPBOARD

COMPREHENSION QUESTIONS

1. Who is the main character(s)? Which of the other characters may be important?
 2. Is the story fiction (make believe) or nonfiction (real)?
 3. Is there a problem? (if yes, what is it? explain)
 4. Why was Omri afraid to talk about the Indian?
 5. What kind of family did Omri have?
-

VOCABULARY WORDS (Ch. 2)

tantalizing p. 13	strewn p. 23	dismay p. 33
episode p. 16	verdict p. 24	hesitation p. 28
excessively p. 20	appalled p. 15	
intense p. 27	haunches p. 33	

(Use the same meaning as given in the story)

CHAPTER 4--VOCABULARY WORDS

scuttling p.39	panic p. 41	peril p. 39
reluctant p. 40	cowering p. 39	bloke p. 42
crouching p. 39	desperately p. 42	

COMPREHENSION QUESTIONS (CH. 5)

1. What did the medical orderly think of WAR? (support your answer with statements from the book)
2. Why did Omri take his brother's magnifying glass?
3. What responsibilities did Omri have?
4. Little Bear have orders for the things he wanted. What did Omri have to get?

INDIAN IN THE CUPBOARD

Choose the vocabulary word that best fits in each sentence.

TANTALIZING
INCREDIBLE
EPISODE
STREWN
TORSO

COMPOST
PETRIFIED
ABSURD
INTRICATE
BANDOLIER

SARCASTIC
POUNCED
VERDICT
EXCESSIVE
MIRACULOUS

The _____ pile was full of soldiers which had been raked up over the summer and fall.

The outlaw wore a _____ across his chest which resembled a wide belt.

The wedding dress had _____ designs and beadwork.

The _____ of the human body showed the heart, lungs, and blood vessels.

Omri was in trouble again when his mother found socks and toys _____ all over his room.

Omri was baffled by the many _____ possibilities of having a live miniature Indian.

The idea of having a plastic Indian come to life was totally _____.

The cat _____ on the mouse as it scurried across the floor.

The little boy's recovery was _____.

Omri wondered now whether he had imagined the entire _____ that had occurred that morning.

When Omri heard something in the cupboard, he stood _____, unable to move.

He drank an _____ amount of water after running in the 25 mile race.

The _____ remark made by John hurt his Dad's feelings.

The jury's decision or _____ was "not guilty."

Omri dropped a number of _____ hints to Patrick even though he knew he shouldn't tell anyone about the Indian.

INDIAN IN THE CUPBOARD

Chapter 13

Name: _____

MICROSCOPIC
BAFFLED
INFINITESIMAL

ENTHRALLED
STUPEFACTION
GAPING

STAUNCHLY
FLUMMOXED

The woman was _____ as she looked at the miniature piece of artwork.

The drawing was _____ and could only be made out by using a magnifying glass.

Omri had never felt as _____ in making a decision. He just didn't know what to do.

The drawing wasn't just small. It was tiny, microscopic, and _____.

Mr. Johnson couldn't believe his eyes. He just stood there _____ at the miniature living beings.

The boy was so _____ with his work that he didn't notice the bell had rung for recess.

Omri looked at Patrick in absolute _____. He couldn't believe that Patrick had actually shown Mr. Johnson their secret.

He _____ believed in the talents of the Chicago Bears and knew they would win the game.

Application: Activity 1

WHAT WOULD YOU DO DIFFERENTLY?

Omri made many decisions in the story. He didn't tell his family his secret, yet he told Patrick. He was eager to have one toy become real, yet he was reluctant to change many. Omri loved his new friends, yet he sent them back to their own times. He made other choices throughout the book.

1. Pretend you are in Omri's position. What is one thing you would do differently?

Why?

2. Think of things that could happen in the story because of the different way you would have acted.

3. On the back of this page, draw a picture of something your different choice could have caused.

Synthesis: Activity 2

TELL US!

Omri likes his new friends. He knows they are real and treats them with respect. We know how much he cares for them because of the way he acts toward them. We also know how he feels because the author of the book tells us how he feels. But the author doesn't tell us what the new author doesn't tell us what the new author doesn't tell us what he new friends are thinking. We only know their thoughts through Omri.

Imagine that you have become each of these characters. Tell us one or two things that you really want us to know!

Little Bear: _____

Boone: _____

Tommy: _____

Chief: _____

Knight: _____

Bright Stars: _____

YOU BE THE JUDGE!

Should these characters have acted the way they did? You be the judge!

Write "yes" if you agree with what the character did and "no" if you disagree.

Explain your answer.

1. Omri doesn't tell his family about the magic cupboard and key. _____
Explain why. _____

2. Little Bear gives many orders to Omri. _____
Explain why. _____

3. Omri tells Patrick his secret about the magic cupboard and key. _____
Explain why. _____

4. Omri and Patrick take Little Bear and Boone to school. _____
Explain why. _____

5. Omri Decides not to bring a lot of plastic figures to life. _____
Explain why. _____

6. Omri and Little Bear and Little Bear and Boone become blood brothers.
Explain why. _____

7. Omri returns the small people to their times. _____
Explain why. _____

"NATIVE AMERICAN STUDIES: A WHOLE LANGUAGE
AND COOPERATIVE LEARNING APPROACH"

By Kathryn Busch

INTRODUCTION

Purpose

The Institute of Native American Studies was written in order that students gain an appreciation and understanding of a culture other than European. The unit uses a fifth grade textbook already in place in School District #2. The text does introduce the Native Americans before the European explorers, but is a broad overview. The unit was written in two parts so that it may be used as an enrichment, a supplement, or in place of the text (using the text as a resource).

The first part is written based on the text, America, Yesterday and Today. It is recommended to use this as an introduction to provide a general background.

The second part of the unit, The Institute of North American Studies, involves the student to become experts in one area. Students then share that expertise with their classmates. It is organized so that it is student-centered with teacher guidance.

Organization

The following unit was written using the cooperative learning concept and the whole language approach.

Cooperative Learning - The social approach.

Heterogeneous grouping - "high" and "low" or "high," "medium," and "low" - is used depending upon the number of students in the class. If a non-reading student is in the class, use a grouping of three. Any group having a resource room student has access to the resource room teacher for help in planning. Establish partners they will have throughout the unit.

Cooperation is used as the students work together for information and responses. They also will divide tasks during their research to become experts. A cooperative grade will be given for the group presentation.

Jigsawing is used during the unit when they share information with other groups. After their research, they will become experts and be able to teach the other students.

As a teacher, be sure to notice and give positive reinforcement for good social cooperative learning practices.

Whole Language - The academic approach.

The unit teaches and reinforces skills in all academic areas. For this reason, the approximate lesson time is given, but may be taught as an intradiscipline unit. Lessons 1-5 require a general background; therefore, the social studies text is used as a reading text. The unit requires reading, writing, speaking and listening activities and may be

scheduled in various times during the day depending upon the activities and the objectives.

General Objectives

Specific objectives are noted in each lesson or activity. General objectives of the unit include the following:

1. Broaden knowledge
2. Become independent researchers
3. Use various resources for different types of information
4. Assess and evaluate information
5. Sharing information
6. Self-evaluation
7. Dramatic involvement as another person
8. Public speaking
9. Create an awareness and respect of ways and beliefs of another culture
10. Where a person lives and resources available, determine a dependence and close relationship with things of nature
11. Appreciate art, literature, and background of another culture
12. Be able to prepare and organize an oral report
13. Be able to convey information to others using tapes, models, or an overhead projector
14. Develop listening skills
15. Note taking
16. Following directions
17. Classifying and categorizing information
18. Establish a resource file for other student's use

19. Giving importance to students art work by making a collage of tribal symbols and student's shield for a large library display.

LESSON 1

The First People of North America (Pages 48 - 51)

Time: 1 hour

Objectives:

The student will:

1. Pronounce and understand vocabulary for the activity
2. Be able to associate and demonstrate the meaning of artifacts
3. Divide a task cooperatively
4. Stay on task until completed
5. Read orally for comprehension
6. Listen attentively for comprehension
7. Drawing conclusions

Materials:

Worksheet
Pencils
Textbook

Procedures:

1. Introduce by stating that the students are starting a unit on the first North Americans and it is necessary that one needs some general information before doing an indepth study.
2. Put the students in a group of two to read pages 48 - 51.
3. Pass out and go over vocabulary sheet and ask their response as to the meaning. They may add additional information on their sheets as they wish.
4. List on the board the four things you will check as they read to each other.
 - a. Dividing task cooperatively
 - b. Staying on task
 - c. Oral reading
 - d. Good listening skills

5. Students may go to various areas and begin reading to each other.
6. Check the above skills with positive comments as you circulate around to the different groups. Also, check comprehension.
7. When finished reading, have them check each other on the vocabulary.
8. Put vocabulary words on the board with a number. Read the meaning to these students and have them put the correct number on the back of their vocabulary sheet. Give the correct answer and have the students self-check it as you do each word.
9. On the back of their vocabulary sheet have student list artifacts they might find if they were archaeologists. List these items on the board.
10. In 6,000 years someone may study your customs. List items they might find. If they have difficulty, suggest friendship bracelets, etc. List these items on the board.
11. Ask what conclusions an archeologist might draw about their culture.

Evaluation:

Teacher observed during the activity

VOCABULARY LESSON 1
(Pages 48 - 51)

Archaeologist -	Scientist who studies objects left by earlier people to find out how they lived.
Artifact -	Objects made by people like pottery, tools, and remains of buildings.
B.C. -	Latin term meaning "before the birth of Christ." Example: 500 B.C.
A.D. -	Latin term meaning "after the birth of Christ." Example: A.D. 500.
Timeline -	500 B.C. ----- 0 ----- A.D. 500 Total time span = 1,000 years
Migrate -	To move from one place to another because of food, water, climate, jobs or other reasons.
Custom -	Common ways of doing things, such as, type of home, types of clothing, food, and ways to make a living.

LESSON 2

Cliff Dwellers and Mound Builders (Pages 52 - 55)

Time: 1 hour

Objective:

The student will:

1. Pronounce and know the meaning of the vocabulary
2. Demonstrate how words are assimilated from different languages (word origin)
3. Read orally
4. Listen attentively
5. Demonstrate comprehension by both oral and listening skills

Materials:

Overhead projector with vocabulary words only
Vocabulary sheet
Contributions of the American Indian handout
Textbook

Procedures:

1. Using the overhead projector, list vocabulary words only. Ask students for definition. If not known, write "investigate" after the word.
2. Hand out vocabulary sheet and go over the words again.
3. Explain how "pueblo" and "adobe" are Spanish words, but we have assimilated them into our language. When finished reading to each other, have students list as many Native American words we use in our vocabulary today.
4. Make positive comments on appropriate cooperative learning techniques that were observed yesterday. Write the two objectives on the board that you will observe today, such as, listening attentively as a courtesy and for comprehension. Dismiss them with reading partners.
5. Ask for Native American words we use today in our culture.

6. List them on the board.

7. Hand out Contributions of American Indians. Go over this with the students.

Evaluation:

Teacher observed

VOCABULARY LESSON 2
(Pages 52 - 55)

- Anasazi - Early Native American group who lived in what is now the southwestern United States.
- Agriculture - Farming; the planting of seeds to obtain food.
- Adobe - Dwellings made of stone and sun-dried brick.
- Pueblos - Groups of adobe dwellings (Spanish, meaning village).
- Culture - A way of life of a group of people; includes religion, language, art, the way they govern themselves, raise their children, and make a living.

CONTRIBUTIONS OF THE AMERICAN INDIAN

Many students, as well as adults, do not know of the many contributions made by the American Indian. The contributions cover a wide spectrum of American culture. It is most important that children be made aware of such information not only to erase generalizations, but also to make them aware of the importance of the Native American in the historical and contemporary settling of America.

FOODS

Corn
Popcorn
Wild rice
Bean (14 varieties)
Squash
Pumpkins
Cranberries
Maple Sugar and Syrup
Potatoes (white and sweet)
Turkeys
Clam bakes
Pemmican
Jerky
Tomatoes
Pineapples
Avocado
Tapioca (Manioc)
Chocolate (Cacao)
Peanuts
Chewing gum

PRODUCTS

Canoe
Toboggan
Snow shoes
Moccasins
Tipi
Kayak
Fringed Buckskin Jacket
Coonskin caps
Mukluks
LaCrosse
Cradle Boards (baby carriers)
Tomahawk
Tobacco
Cigars
Pipe smoking
Cotton
Rubber
Quinine
Cocaine

Over half of the present world's food supply comes from the American Indians' agriculture, primarily consisting of corn and the so-called "Irish" potatoes. Thousands of American Indian names dot our maps in states, cities, counties, lakes, mountains and rivers, and hundreds of Indian names are used as trade names for modern manufactured products etc.

Indian art, designs and styles have strongly influenced modern design, architecture and music.

Modern youth groups such as Boy Scouts, Girl Scouts, Campfire Girls and the YMCA Indian Guides, all include programs based largely on Indian lore, arts and crafts, character building and outdoor campcraft and living.

Past American Indian civilizations (Inca, Mayan and Aztec) plus the Iroquois Confederacy have influenced our very form of democratic government, the Iroquois Confederacy being

copied by Benjamin Franklin when he drafted our Federation of States. Truly, we may state our form of government is "American."

Besides the recognized contributions such as corn, squash, etc., the most important contribution is the Indian's value system. They placed emphasis and importance on: Respect for Mother Earth (Ecology), Respect for Fellow Man (No Prejudice), Respect for the Great Spirit (God), generosity, sharing, (no material acquisitions), honest leadership selection, bravery, courage, respect for the aged, family tradition, no religious animosity, no major wars, (no Indian nation destroyed another), also there were thousands of years of peace (before 1492); no tranquilizers, drugs, alcohol, ulcers, no poor, no rich, no insane asylums, no jails, prisons, lawyers, taxes, borders or boundaries, no germ warfare (smallpox infected blankets), and no complete annihilation weapons (Hydrogen bomb).

The Native American has influenced many areas of the American way of life, from art and music, to law and government. Some other areas are:

1. Indians served as guides in the early exploration of this hemisphere. Their trails became the roads and railroads over which the settlers advanced in search of new homes.
2. The log cabin was an adaptation of the Indian log or longhouse.
3. Sites of Indian villages advantageously located on waterways and trails became trading posts, then villages. Later they became the modern cities of Chicago, Detroit, St. Louis, Kansas City, Pittsburgh, Pocatello and countless others.
4. Fur traders visited Indian villages and held rendezvous. Their reports encouraged the land hungry and adventurous people to move farther and farther inland.
5. The Indians assisted the English, French, Spanish and peoples of other European countries in the struggle for control of the new country.
6. The Indian has been immortalized in song, painting, art and sculpture.
7. Symbols such as the totem pole, thunderbird, sun and tepee, as well as the Indian's love for color have had a prominent place in developing modern design.
8. Indian knowledge of areas where fine clays, used in making pottery and china, has been passed to the white man and this was the beginning of the manufacturing of fine porcelain ware.
9. Indians cultivated and developed many plants that are very important in the world today. Some of them are white and sweet potatoes, corn, beans, tobacco, chocolate, peanuts, cotton, rubber and gum. Plants were also used for dyes, medicines, soap, clothes, shelters and baskets.

10. Many places in the United States have names of Indian origin. Approximately half of our states have Indian names.
 11. Some Idaho names of Indian origin include: Pocatello, Tendoy, Bannock, Camas, Lemhi, Shoshone, Inkom, Kamiah, Potlatch, Nez Perce, Oneida and Minidoka.
 12. Countless Indian words have become a part of the English language. Some sample words are: barbecue, cannibal, caribou, chipmunk, chocolate, cougar, hammock, hurricane, mahogany, moose, opossum, potato, skunk, squash, toboggan and woodchuck.
 13. Games and recreational activities developed by Indians include: canoeing, tobogganing, snowshoeing, LaCrosse, cat's cradle and bull roar.
 14. Indians also have contributed a great deal to farming methods. The white settlers in colonial America might have starved if they had not copied Indian farming methods. At least one tribe, the Pima, had a well-developed irrigation system.
 15. Benjamin Franklin said that our idea of the federal government, in which certain powers are conferred on a central government, and all other powers reserved to the states, was borrowed from the system of government of the Iroquoian League.
 16. Indians were loyal in supporting the United States as shown by the high ratio of enlistment during the wars. Their work with the Signal Corps during World War II is an outstanding example.
 17. Listed below are the names of our states which are of Indian derivation.
- | | |
|---------------|--|
| ALABAMA - | From the Alibamu, the name of a Muskogean tribe, meaning "those who clear land for agricultural purposes." |
| ARIZONA - | From the Papago word, Airzonac, which probably means "small springs." |
| ARKANSAS - | From Akansea, a tribe whose name means "downstream people." |
| CONNECTICUT - | Meaning, "river whose water is driven by tides or winds." |
| DAKOTA - | (North and South) Tribal name of the Sioux, meaning "Allies." |
| IDAHO - | From a word said to mean "Gem of the Mountains." |
| ILLINOIS - | Meaning "Men," the name of a confederacy of Algonquian tribes. |
| IOWA - | The name of a tribe meaning "Sleepy Ones." |

KENTUCKY -	Said to be derived from the word "Kenta," meaning, "Field" or "Meadow."
MASSACHUSETTS -	Name of an Algonquian tribe meaning, "At or About the Great Hill."
MICHIGAN -	From the Indian word "Michigamea," meaning "Great Water."
MINNESOTA -	A Dakota word meaning, "Whitish or Sky tinted Water."
MISSISSIPPI -	Algonquian word "misi" meaning, "Great," and "sipi," meaning "water."
MISSOURI -	From the name of a tribe meaning "Great Muddy," which refers to the river.
NEBRASKA -	From an Oto word meaning "Broad Water."
NEW MEXICO -	Name of an Aztec god, Meritili.
OHIO -	Iroquois word meaning, "Beautiful River."
OKLAHOMA -	A Choctaw word meaning, "Red People."
TENNESSEE -	The name of Cherokee settlement, the meaning unknown.
TEXAS -	The name of a group of tribes, meaning "Friends," or "Allies."
UTAH -	From the tribal name of the Ute, meaning unknown.
WISCONSIN -	The name of a group of tribes living on the Wisconsin River.

LESSON 3

The Indians in North America in 1500
The Algonquins and Plains Indians
Page 56 - 65)

Time: 2 hours

Objectives:

The student will:

1. Read to gather background information
2. Demonstrate how all groups of people have culture and customs that differ from one another.
3. Demonstrate the ability to brainstorm ideas about their cultures and customs.

Materials Needed:

Vocabulary sheet
Pizza rounds or tagboard
Sample of Native American Shields from Sue Surwell - Native American Resource Center, Billings, Montana
Magic markers
Crayons
Textbook

Procedure:

1. Distribute and go over vocabulary with students.
2. Read information to each other.
3. When finished reading, have them list various items and values that would be indicative of their customs or culture.
4. Using Sue's shields as examples, describe how Native Americans of some groups use pictures to describe themselves and things that are important to their lives.
5. Ask them to use the list they had made in brainstorming and portray it pictorially on a shield.

Evaluation:

Have the students explain or share their ideas as to what values, customs, or way of life is important to them using their decorated shields.

VOCABULARY LESSON 3 & 4
(Pages 56 - 65)

Descendant - Born of a certain family or group.

Language - A group of languages that began as one language in the past. There are
Families nine Native American languages; however, these have many branches also.

Ancestors - Persons from whom one is descended like grandparents, great-grandparents.

Mayas - Southern Mexico, A.D. 350. Studied astronomy, writing and mathematics.

ACTIVITY 1

Introduction to the Institute

Time: 1½ hours

Getting it started:

You and your partner have explored and possess a general view of the Native American people. In order to explore further, we will set up an institute where as you and your partner will become experts and share your knowledge with the rest of the group. You may choose any specific Native American group you wish.

Were someone to study your culture, what are some of the various things they would need to know about your culture, customs, or ways of doing things?

The student will volunteer such things as where we live, what we eat, etc. Introduce webbing as a way to organize and decide where one is headed.

Webbing Activity

Objectives:

The student will:

1. Determine what makes up a culture
2. Organize and record information
3. Differentiate between general and specific topics
4. Work cooperatively with one another.

Materials Needed:

Large piece of newsprint or manilla drawing paper
Pencil

Method:

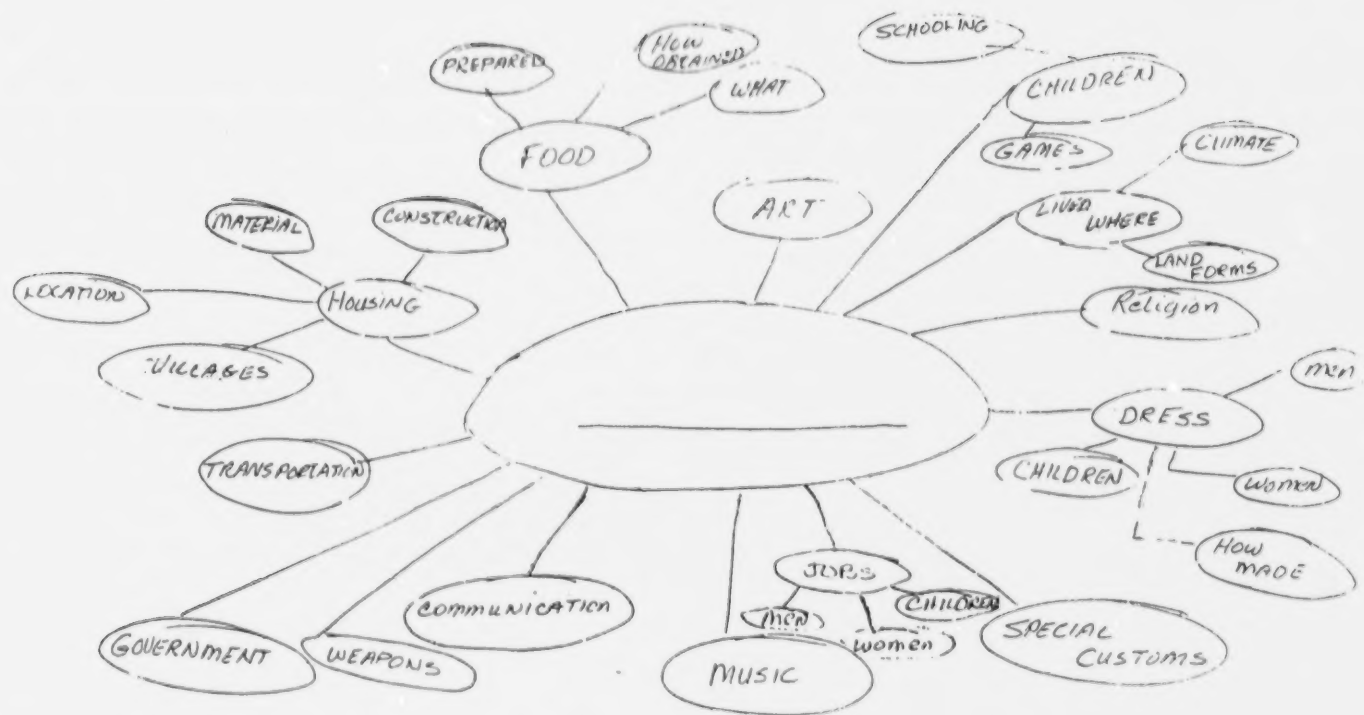
1. Have students move their desks next to partners.
2. Distribute paper.
3. Teacher does same activity at board.

4. Have them make a circle in the center of the paper, not to be filled in until they have chosen a topic.
5. Have students list culture make up on their diagram as you do one on the board.
6. As they give information, ask if it can go under another topic already present.
7. The final product may resemble the following copy.

Evaluation:

Check the student's copy of the activity also they may wish to add points to it as they research.

WEBBING ACTIVITY



When students do a webbing activity they offer many more ideas. This is merely a sample.

ACTIVITY 2

Deciding on a Topic

Time: 2 hours

Objectives:

The student will:

1. Add to webbing chart if necessary.
2. Look through various resource materials to determine topic.
3. Select topic to be written in the center of the webbing activity.
4. Set goals and self-evaluate.
5. Work cooperatively.

Materials Needed:

Webbing activity

Resource material

- a. Textbook
- b. All material from teachers institute
- c. Encyclopedia
- d. Library resource material

Suggest using the public library

List of Native American groups

"Agenda for Institute on Native American Studies" (work sheet hand out)

Method:

1. Distribute and go over the list of Native American groups.
2. Students may pick any particular group they wish to study.
3. They are not limited to the handout and may select one not listed.
4. Use the library for the first hour also bring teacher material.
5. During second hour, introduce the "Agenda for Institute on Native American Studies."
6. Have them check activities already completed.
7. Explain by investigating questions on webbing activity, they will have an excellent report.

Evaluation:

Guide students having difficulty deciding a topic.

Have students sign a sheet when they have decided on a topic.
Discuss with each individual group some knowledge they have already learned about their topic.
Check agenda sheet and explain their self evaluation as to being productive and that outside class time is also counted as time spent on project.

Many Native Americans migrated over long periods of time and lived in various areas. General list of areas and pronunciation of different groups you may encounter in your reading.

Southeast - Muskogean (Mus ko ge n) language

Creeks
Cherokees
Cickasaws
Choctaws
Natchez
Seminoles

Northeast - Iroquois (ir kwoi)

Mohawks
Oneidas (o ni dez)
Onondagas (on en do g z)
Cayugas
Senecas
Algonquins (al gong k nz)
Lenni Lenape (len pe) later Delaware
Abenaki (ab na ke)
Pequot (pe kwot)
Powhatan (pou tan)
Cheyenne (Shi an)
Blackfoot

Interior Plains -

Sioux (su)
Mandan
Crow
Osage (o saj)

Caddo (ka do)
Pawnees
Wichatas

Comanches
Shoshones (sho sho nez)
Apaches or Tonkawas (tang ke w z)

Southwestern -Hopi

Descendants of Anasazi

Zunis

Navajos (nav hoz)

From Western Canada

Apaches

California - Yokuts

Pomos

Wintuns

Far North - Alutes (Al e uts)

Athapascans (ath pas k ns)

AGENDA FOR INSTITUTE OF NATIVE AMERICAN STUDIES

CHECK AS COMPLETED:

- ☐ Read lesson one with partner
- ☐ Read lesson two with partner
- ☐ Read lesson three and four with partner
- ☐ Organize webbing chart with partner

*** BECOMING THE EXPERT ***

DAY 1
Time Spent ____
Productive?
☐ YES
☐ NO

DAY 2
Time spent ____
Productive?
☐ YES
☐ NO

DAY 3
Time spent ____
Productive?
☐ YES
☐ NO

DAY 4
Time spent ____
Productive?
☐ YES
☐ NO

DAY 5
Time spent ____
Productive?
☐ YES
☐ NO

- ☐ Prepare the presentation
- ☐ Have two test questions ready on your topic
- ☐ Give a presentation
- ☐ Hand file folder in to teacher
- ☐ Folder to include the following:
 - ☐ Agenda
 - ☐ Overheads
 - ☐ Maps
 - ☐ Booklets
 - ☐ Tapes
 - ☐ Webbing activity
 - ☐ Notes on your expertise

ACTIVITY 3
Research and Culture

Time: 2 hours

Objectives:

The student will:

1. Research topics
2. Use the webbing chart as a guide for taking notes
3. Take notes and code note cards
4. Use "Agenda for Institute on Native American Studies" to evaluate work and set goals
5. Organize material gathered
6. Work cooperatively with partner dividing task in research.

Materials Needed:

Folders (one per group)
Webbing activity
"Agenda for Institute on Native American Studies"
Resource material for research
Large note cards and pencil
Colored pencils or crayons

Method:

1. Hand out one folder to each group. Explain that they are beginning to assemble quite a bit of material so they may keep it in the folder.
2. Distribute large note cards and have students use their webbing charts.
3. Have them color code topics on webbing chart.
4. Use same color at top of note card when taking notes. Example: color circle on housing blue and all note cards pertaining to housing will be coded blue at the top of the card.
5. Note cards are also for drawing. Example: a type of art or design.
6. Students may then begin research.

7. At the end of the last hour, have students fill in their self-evaluation.

Evaluation:

Check students' note cards as you are talking with each group. Check self-evaluation from previous day. Offer positive comments on their work and ability to work together.

Discuss research facts with students.

ACTIVITY 4

Becoming Experts

Time: 2 hours

Objectives:

The student will:

1. Share information with other groups.
2. Plan for presenting information in other ways than verbal.
3. Continue with research and organization.
4. Self-evaluate

Materials Needed:

Resources
Bulletin board
Comb-binder
Student folder with note cards, agenda, and webbing
Drawing paper and crayons or markers

Method:

1. Large room bulletin board has been in place with informational posters and heading "Institute of Native American Studies" throughout the unit.
2. Remove posters and section board off according to the number of groups.
3. Have students make a symbol depicting the group they are studying.
4. Have the students write the name of their group and their names on the symbol.
5. Place the symbols on the board when finished.
6. Often when looking up material they may find evaluation for another group. Have the pupil write the information down and pin it in that group's section.
7. Information may be presented in drawings, graphs, or maps. If the student decides to illustrate the clothing, for example, explain that you will bind this information in a booklet form for part of their presentation.

Evaluation:

Ask each group how they chose their symbol for the bulletin board.
Check on research and offer suggestions as to material for a booklet.
Give positive comments on research already completed.

ACTIVITY 5

Time: 2 hours

Be there to help and encourage research and suggestion. Check on charts, notes, and other material. Offer positive comments on work completed and on their ability to share other tasks. Make sure that the resource teacher has been involved for those groups that have a student in resource room.

ACTIVITY 6 & 7

Preparing for the Institute Presentation

Time: 2 days (2 hours each day)

Objectives:

The student will:

1. Role play deciding the best way to present their material.
2. Organize that material which needs to be bound.
3. Make overheads.
4. Organize material to be presented.
5. Practice presentation.
6. Determine time length.
7. Make list of materials needed. Example: art paper if an art lesson is part of the presentation.
8. Decide their order in presentation.
9. Write two general test questions from their material.

Materials Needed:

Check list handout for students, "Welcome Presenters to the Institute of Native American Studies."
Evaluation form

Method:

1. Explain to students that they have two days to prepare to be a presenter.
2. They will be someone other than a fifth-grade student when they give their presentation. Ask for suggestions and list them on the board. Example: a news reporter, a respected elder of the tribe, a son or daughter of a chief, zapped back in time in a space machine, etc.
3. Teacher binds books or makes overheads they may need. Limit overheads to two.

4. Need a list of extra supplies not in classroom.
5. After they have decided the method, practiced and determined the time needed, then handout the "Welcome Presenters" work sheet.
6. Go over student's checklist.

Evaluation:

Checklist completed and turned in.
Go over the list with each group as they explain their presentation with you.

WELCOME PRESENTERS TO
THE INSTITUTE OF NATIVE AMERICAN STUDIES

Your group needs to present the following information by tomorrow afternoon.

_____ Length of time for presentation

Any of the following items needed?

- _____ Overheads
- _____ Transparencies
- _____ Overhead pen
- _____ Books bound
- _____ Film projector
- _____ Art paper
- _____ Slide projector
- _____ Other (please specify)

_____ In which order do you wish to present your topic?

Please write your two (2) test questions and their answers on the lines that follow:

1. _____

2. _____

Be sure to write these questions and the answers on the board at the end of your presentation.

Topic: _____

Presenters: _____

Your grade will be evaluated on the following criteria:

50 pts. - material
15 pts. - presentation

10 pts. - areas covered
20 pts. - on test

CONCLUDING NOTES AND EVALUATION

Presentation time is about ten hours, one hour per lesson. It takes about a week with one given in the morning during reading/language block and one in the afternoon during social studies block, as the objectives qualify for both subject areas.

The student's material is collected in their file folder to be used as reference source for other students in the future. The group turns this in to the teacher at the conclusion of their presentation.

The students listen attentively as a courtesy, to take notes, and to follow direction on a given activity by the presenters.

A grade is determined by the following criteria:

- 50 points on material
- 10 points on areas covered
- 15 points on presentation
- 20 points on test (one point per item based on 10 groups)

After the final presentation, the students' shields and the group's symbol of their tribes are put together for a large collage to be placed in the Library.

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- Dishon, Dee and O'Leary, Pat Wilson, A Guide Book for Cooperative Learning: A Technique for Creating More Effective Schools. Learning Publications, Inc., Holms Beach, Florida, 1984.
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A PROUD AND RICH HERITAGE
By Diane Welhaven

Introduction: The purpose of this unit will be to focus on Native Americans as having a proud heritage which we should all be aware of. It will be part of a year-long multicultural unit which will include Black History Month in January, Famous Women in February, Asian Americans in March, and Hispanics in May. I have done a Native American unit in past years, but after this Institute I have decided to make the study of Native Americans an integral part of my teaching and therefore would do a unit each month. The reason for this approach is that I have many Native American students in my classes and I believe this focus on their heritage would help them to feel involved in their education and perhaps challenge them to stay in school with the rest of us and participate in our education about Native Americans. I believe that it will address the stereotypes about Native Americans that we all have and change the attitudes we all have toward Native Americans. I am interested in exploring the many contributions that Native Americans have made to our own culture and having my students take part in this exploration. I think they will enjoy this exploration and take away from it a real appreciation and gratitude for Native Americans.

Time required: The time required for this particular unit will be two weeks.

Student-centered objective: The students will present an individual report on a particular ethnic group of people.

Each student will prepare a report with a partner on an American Indian tribe of their choice which they will present to their group.

Each cooperative learning group will present a report on an American Indian tribe on the Great Plains.

All students will participate in the preparation of a food dish representing a Montana Indian tribe.

Materials needed: Library Resources

Encyclopedias

Reference books on American Indians

Reference books on American History with sections devoted to American Indians

Montana History textbooks

Books on Montana Indians

Filmstrips, Cassette Tapes

Teacher materials:

1. Effective Practices in Indian Education: Teacher's Monograph. Northwest Regional Education Laboratory, 1985.
2. Effective Practices in Indian Education: Curriculum Monograph. Northwest Regional Education Lab, 1985.

Resources - Human:

School Librarian
Title IV Indian Tutor - Sharon Running Wolf
Title IV Indian Coordinator - Jeri Belgard
American History Teacher - Judy Foster
Home Economics Teacher - Sue Keene

Methodology and procedures:

On the first day of class, I would have items from my own Native Hawaiian culture set up around the room with Hawaiian music being played in the background. These items would include: Hula Instruments; Tapa Cloth, Hawaiian Muumuu, Holomuu and Holokuu; Monkeypod Bowls and Trays; Coconut Jewelry; Kukui Nut Jewelry; Feather Leis; Lauhala Mats; and food items like Macadamia Nuts, Macadamia Nut Clusters, etc. On the walls I would hang posters about Hawaii and pictures of the islands, maps, and pictures of my family.

I would explain that these items are from my particular culture and explain how important they are to me as well as describing each item. These would remain on display for the week.

Then I would ask each of my students what they know about their own heritage and explain how rich each of us will be at the end of our unit because we are going to learn about each ethnic group from which they have come.

I will ask each student to come to class the next day with an item which is indicative of their ethnic group. They may have to go home and explain to the parents and get their help in the project and I think this will be worthwhile. If they cannot find an item, maybe a picture of it from a magazine will work, but I will ask them to see me if they need help.

On the second day, we will spend the class time sharing the items which the students have brought in. If time allows, I will want to begin with a world map on which we will indicate the countries their ancestors came from to see what a melting pot America is.

On the third day, I will put them into their base groups where two students will be paired and each will do research on the ethnic group of their partner. This will be about a page and one-half long.

Each pair will come back to the base group where they will report on each other.

On the fourth day, I will begin with American Indian music playing in the background and explain that while all of us have come to America from another land originally, there was a group of people already here and they possessed a very distinct and unique culture which I would like for them to learn about. In their base groups, I will ask them to interview the Native American student in their midst and ask the following questions:

1. What tribe do they belong to?
2. What do they know about their family history?
3. What do they think we should know about American Indians?

After they have answered the questions, the group would report back to the class and plans would be made for the next day.

On the fifth day we as a class would brainstorm how to go about learning more about Native Americans. At this point, I would like to see each group select an Indian tribe from some place other than the Great Plains. They would do research for a short oral report to be given to the class and a map of the United States would be tagged with the names of the Indian tribes studied.

In the next week, we would review what was covered last week and apply what was learned last week to the new learning for the new week. At this time, I would want to assign each group to research a Montana Indian tribe which they would report on at the end of the week. The rest of the sixth day and all of the seventh day would be given to researching, viewing filmstrips and listening to cassette tapes. I have access to a set of filmstrips which is devoted to Chief Plenty Coups, Pretty Shield, Chief Joseph and Chief Sitting Bull which I think the students will find fascinating.

On the eighth day with the help of the Indian Tutor, Sharon Running Wolf, we would have a speaker who would come in to share his thoughts on his tribe. I would want someone from the Crow Tribe if possible.

On the ninth day, each of my classes would be in the Home Economics room preparing a dish indicative of the tribe studied. I haven't really fleshed this out as yet because I have always wanted to make and eat Pemmican, but my students might want Indian Tacos!

On the tenth day, each group would give their report on a Montana Indian tribe. At this time, I will want to process with them what has been learned and that may go into the next week.

If I go into another day, I know that I will want to process the stereotypes we all held about Native Americans and see if these have changed. Of course, I have all the confidence in the world they will have changed.

Evaluation process: In order to evaluate how successful this unit has been, I would have a list of stereotypes we all hold about American Indians and check their understanding of them and whether they still believe these are true.

I would want to have my Native American students in each group to help lead the class discussion. I think I will know whether we have been successful in this project if they will be involved in this class discussion.

CULTURAL HOLIDAYS

By Kristi Tolliver

Introduction: Statement of need or purpose: Many of my students experience low self-esteem. They are also at an age of discovery about themselves as they change from child to adult. It appears that few have much knowledge of their cultural heritage. By increasing their awareness of their cultural heritage, the bond to their family and their culture of origin could be strengthened. This may improve their self-esteem. By grouping the students with common cultural origins, a further bonding may take place. The goal of this unit is to provide a framework for all students to explore holidays from their culture of origin and to share them with the class at large. They will also learn more about the origin of our celebration of Thanksgiving. The lead into the study of individual cultures of origin will be to investigate the class's knowledge and misunderstandings concerning that holiday. The class will complete a group project of researching and writing a book on Thanksgiving. Then they will be regrouped to learn about holidays from their cultures of origin, to develop an art activity related to a holiday and to present them to the class.

Time required: 16 days about 15 hours

1st Day: 1 hour brainstorming, i.e., first Thanksgiving, record information and save. Break into preselected, heterogeneous research groups of four to begin researching group topics. Group elects assigned positions before beginning research. See Methodology.

2nd Day: 45-minute session. Research and write reports (send home Parent Information Requests for information on cultures of origin). Assign a student to log-in returned forms and remind those who have not returned forms.

3rd Day: 45-minute session. Research and write reports Groups complete reports and illustrations. Check with student on returned parent forms.

4th Day: 1 hour. Teacher reads reports to the class. Discuss the differences in the new information versus the first day's knowledge. Write a class story that is more accurate about the first Thanksgiving. Decide on order of reports to be included in book with the story, and any other illustrations, copy and bind. Check with student on returned parent forms. The information will be needed on day 5.

5th Day: 1 hour. Review Thanksgiving as a U.S. holiday and discuss holidays as celebrations within cultures. May include that the Christmas tree originated in Germany in the 16th Century as a mid-winter celebration of the return of the sun at the winter solstice. The tree was decorated with lights, fruit, and tinsel. Group students as possible by cultures of origin to research holidays from their culture. Each student should find three holidays to share with their partner.

6th Day: 1 hour. Pairs share holidays and choose best two. Group members, share two holidays and group chooses best one, with presenting member having two votes. Return to pairs to write up and illustrate the holiday.

7th Day: 1 hour. Pairs finish single holiday presentation. Each member shares product with group. Group chooses one favorite holiday to celebrate with the class. Choose one

representative item to make with class member, i.e., paper carp wind socks for May 5th, Japanese, Tango-No-Sekku, Boys' Festival, Carp-Flying Day, or feather fans for August Crow Fair. Collect holiday presentations to be bound in another book of cultural holidays representing the class.

8th Day: 1 hour. Groups make prototype-(type and write directions for representative items).

9th Day: 30 minutes. Practice presentation. See if directions can be followed successfully.

10th-15th Days: Varying group presentations of one holiday per group each day with accompanying art project of a representative item.

16th Days: Organize book of holidays by groups. Include directions and a prototype-(type for each presentation and bind).

Student Centered Objective: The students will participate in brainstorming initial knowledge of Thanksgiving and its origins.

The students, in cooperative-learning groups, will read and take notes about given topics relating to Thanksgiving.

The students will use notes to write a report and illustrate it in their cooperative-learning groups.

The student will compare the reported material to the brainstorming material.

The student will use the knowledge from their reports to write a story about Thanksgiving.

The students will organize their story, illustrations and reports into a book on Thanksgiving.

The students will bring information about the cultural origins of their family to school and pick one of those cultures, if there are more than one, that they would be most interested in learning about.

The students will research holidays of their chosen culture, selecting three to share with a partner in their group.

The students will select one holiday per student to illustrate and write.

The cooperative-learning groups will each select on holiday to present to the whole class.

The students will design an art project for the class which is representative of their holiday.

The students will identify the materials needed for their art project and sources on obtaining them.

The students will write directions for constructing their art project.

The students will present their report on their holiday to the class.

The students will instruct the class in completing their art project.

The students will organize the material from their reports and presentations by groups into a book to be bound.

Materials needed: Large piece of paper for recording brainstorming information, resource books on Thanksgiving topics and cultural holidays. (See Bibliography)

Assorted art supplies:

- White paper for illustrations

- Markers

- Pastels

- Colored paper

- Other items identified by students as necessary for their class art projects

- Book binder and bindings

Methodology or Procedures: The unit will be introduced before Thanksgiving with a brainstorming session on what we know about the first Thanksgiving. We will then compare the "known" information with factual information about the Wampanoag and the Pilgrim settlers at Plymouth. Students will be divided into heterogeneous, cooperative-learning groups to research, take notes on and write a report with illustrations on the following topics:

Wampanoag
Pilgrims
Squanto
William Bradford
Massasoit
Thanksgiving
Wigwams

The four students per group will be assigned as a reader, note formulator, recorder, and editor/supervisor. The students will produce a written page of information that pertains to the original Thanksgiving. Illustrations may also be included when possible. The group presentations will be read to the class by the teacher. A class story of the first Thanksgiving written as a group, would follow. The story, reports, and illustrations would then be bound into a book to be donated to the school library.

The second part of the unit will also be completed in cooperative learning groups which the teacher has selected based upon cultural background information gained and making as heterogeneous groups of four as possible. The groups will pair for the initial activity of locating and choosing three holidays, which will be narrowed to two. The whole group to pick one for each member.

This one holiday will be written about and illustrated while in the pairs, each pair being responsible for two holidays. Out of these, which will all be included in the second book, one favorite will be selected by the group to share with the whole class. The holiday will be explained and an art activity designed to represent the holiday, which the class will do at the time of presentation. These art activities will also be included in the book produced at the end of the unit.

The groups will take turns sharing about their chosen holiday, showing the illustrations and explaining the art activity complete with directions and an example.

Evaluation procedures: Each group will be evaluated on their cooperation as a group as well as on the content and form of the written report and illustrations for the Thanksgiving book.

The second groups will also be evaluated on cooperation as a group. They will be evaluated on content and form of the description of a holiday and on the presentation, direction and the accompanying product which will be bound into a second book.

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Mircea, Eleade, The Encyclopedia of Religion, vol. 3, Macmillian, 1987.

Montana Institute of Effective Teaching of American Indian Children, Billings, Montana 1990.

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Spicer, Dorothy Gladys, Book of Festivals, Gale Research Co., 1969.

Burnett, Bernice, The First Book of Holidays, Franklin Watt Inc., 1974.

Gaer, Joseph, Holidays Around the World, Little Brown and Co., 1953.

Epstein, Beryl and Sam, A Holiday Book of European Folk Festivals, Garrard Publishing Co., 1968.

"USING THE HISTORY OF THE SALISH AND
KOOTENAI TRIBES TO PROMOTE CULTURAL PRIDE
IN NATIVE AMERICAN STUDENTS"

By Jenaya Forman

Introduction: The objective of this unit is to familiarize students with accurate historical facts specific to the Salish and Kootenai tribes and incorporate cultural information and activities to enhance the unit, motivate learning and reinforce and/or create cultural pride in Native American students.

Time required: 2-3 weeks for main unit as well as a variety of cultural activities incorporated throughout the school year.

Student objectives: At the completion of the unit students will be able to identify and clearly state in written form at least five facts pertaining to either the Salish or Kootenai tribes. These facts may be historical or cultural in nature. Students will also participate in the included cultural activities. And finally as a last project, students will complete a poem based on the Agnes Vandeburg Camp experience.

Materials needed:

- Transportation to camp
- tagboard strips
- manilla folders
- writing paper
- Pistol Creek Drummers
- Mrs. Bean
- Philip Paul
- Beadwork
- S.K.C. Culture Committee
- scissors
- glue
- construction paper
- ingredients for frybread
- pictures of Salish and Kootenai chiefs
- Paula Goss
- headdress
- Tony Incashola

Methodology and Procedures:

Day 1

Kids brainstorm facts that they know about the Kootenai and Salish Indians. (Don't disregard untrue facts instead as the unit progresses revise given facts.) If students disagree on any given facts, star them and give the assignment to the two disagreeing students to research and either prove or disapprove the facts. The teacher writes the "facts" on tagboard strips and mounts them on chalkboard. Then each child is given a manilla envelope and sheet of paper. Each student writes at least three facts discussed in class or may come up with new ones.

Allow 15-20 minutes for students to browse through displayed books pertaining to S and K tribes, posters and displays.

Homework: Each child is to go home and interview one source (parent, grandparent, aunt, uncle) for one or more facts about the tribes.

Day 2

Write kids' new facts on tagboard strips and add to collection. Don't duplicate facts. Students add at least three new facts to their own facts sheets.

Activity: Introduce the name of the Indian month. For example if the unit was begun in May it would be the month of the bitterroot. Regardless of when the unit is started, I would begin incorporating the Indian months at the beginning of the school year. In this unit since I work with first graders who don't really begin to write well until January. I will concentrate on this month and related activities.

Day 3

Guest Speaker - Tony Incashola. He tells Indian stories of traditional tribal ways and also a scaled down version of the history behind the move to the reservation. Afterwards, children are divided into cooperative groups of four and retell their favorite things learned while listening to Tony and discuss which information they were already aware of from education at home.

Writing Assignment: Write at least three new facts learned today.

Activity: Tell Coyote Indian story (must be told only during winter months) using flannelboard. Then have class act out the story.

Day 4

Kids go to library in cooperative groups and look through Indian books both fictional and non-fictional, specific to S and K tribes and write down notes. Kids come back to class and each group share facts with the rest of the class. Add these to class tagboard notes. Allow 15 minutes for kids to add new facts to their individual files.

Activity: Teach Salish lullaby, then read Kootenai tale. Kids draw picture of favorite part.

Day 5

Guest Speaker: Mrs. Bean
She shows examples of her beadwork, discussing traditional designs. She also shows how to bead.

Activity: Give a bowl of colored wooden beads to each cooperative group and have

them sort and pattern the beads. Next let each pattern the beads. Next let each child pattern and make a necklace. At higher grade levels more intricate work could be done.

Day 6

Guest Speaker: Paula Goss

Paula does a mini program on tanning hides and making moccasins.

Guest Speaker: Philip Paul

Philip speaks about tribal hunting and traditional housing.

Activity: Kids make tepees from brown bags which have been wetted, crumpled and dried to resemble hides. Afterwards the kids make traditional designs on the tepees using markers.

Day 7

Guests: Pistol Creek Drummers and grade school traditional dancers.

Create a mini-pow wow. Alex Quequesah explains the meaning behind the drumming, dancing, and various outfits. Allow students who opt to, to join in.

Day 8

Watch a movie on the traditional ways of the consolidated tribes. (Discussed foods eaten) Afterwards, have the class discuss in their groups new facts. Then they write in their folders.

Activity: In cooperative groups, kids make frybread dough. Then with teacher supervision fry it. This serves as a math lesson because of the measuring required.

Day 9

Trip to Agnes Vandenburg Camp. Here the kids take a step back in time. This is a very old camp which is now used as an educational camp for all people. The kids have an opportunity to participate in mini-workshops from jerking meat to building fires.

Activity: Kids are asked to imagine what it must have looked like when the Salish people were using the camp. Then write a poem about what they're feeling and imagining.

Day 10

Read Kootenai children's story. Recap all the information gathered during the past two weeks. Sort the tagboard strips according to Salish and Kootenai and then further divide. This will differ from class to class, let the kids help decide how it should be done. For example, history, cultural customs, etc.

Activity: The kids create a tribal report based on the facts in their files and heads. This will be a finished product. They will decorate the outside cover with traditional designs.

Day 11

Make a class big book of Salish and Kootenai information with each cooperative group being responsible for four pages including illustrations. Invite another class to come view the finished product.

Evaluation: This will consist of three parts, classroom activities, the poem and final report. If a child is participating in the cooperative group, completing the tepee, necklace and is interacting with the activities, then the child has met my objective. Next the report should contain at least five unique facts pertaining to one or both of the tribes studies. These facts must be accurate. Last, the poem will have been done to the best of the child's ability which I'll be able to discern because I know that child's capabilities.

References:

Flathead and Kootenay
Olga Johnson, 1969

A lot of authentic photos and
pertinent facts.

Names on the Faces of Montana
Roberta Cheney, 1987

A History of Arlee
By Arlee H.S. History Class, 1973

Great photos

Indian Women of the Western Morning
John and Donna Terrell, 1976

Coyote Tales of the Montana Salish
Elizabeth Harrison, 1974

How the Chipmunk Got His Stripes
on His Back, Christine Wadcock

As told by Flathead tribal members.

Stories from Our Elders
Flathead Culture Committee

Excellent children's book

USING ORAL HISTORIES AND GROUP WORK
TO DEVELOP A CULTURAL SENSITIVITY
TO THE STUDY OF HISTORY

By Eileen Sheehy Pavlish

Introduction: Statement of need or purpose

Any study of history reflects a bias. Historians cannot tell the truth, the whole truth and nothing but the truth because even the mere *selection* of material reflects an opinion on the part of the author about the material's importance. These decisions are value judgments. The basis for the decisions makes all the difference in the teaching and learning of history.

In addition, since the perspective of high school history is almost always from the point of view of the "winner," history teachers must take particular care to emphasize the role of the people who are not history's "winners." This may mean encouraging new perspectives on the Battle of the Little Bighorn or asking why so few women seem to be "historically significant."

If our study of history is to be meaningful--if it is to reflect "cultural relevance" for all the students we see this year--a deep and personal understanding of "historical significance" should *precede* any study of history.

All of this relates to the problems of American Indian students in the classroom because they are denied, generally speaking, a history that represents their cultures. Of all the subjects they take, history, in particular, lacks cultural significance for Indian students. In meeting some of their needs for a more relevant history course, we can meet the needs of every student better. All students deserve a personal definition of historical significance before they begin to look at a history of humanity. Otherwise teachers risk reducing this study to "by rote" learning at which some students naturally excel while others are left wondering why this course is a requirement for graduation. In the process, all students are more likely to miss the parts of that study which are significant to them, as members of a global community. More important, they may be unable to relate their study of history to their own lives. They may never see themselves as a part of history. Worse yet, they may never see themselves as a part of current events as they occur, and may be unable to decipher the events in a way that makes the world their own to shape and care for.

Teachers need to make history relevant to students early. In the Billings school system, social studies is taught from a global perspective inward: that is, freshmen get World History, juniors get American History and seniors get Government and the relatively high-interest, personal areas of Psychology, Sociology and Economics. Something needs to be done to make the general courses more personal--and more culturally significant--from the first day. To this end, this unit is organized to work in the first two to three weeks of any history class. All students will need to look at and analyze something from their personal histories before looking at and analyzing the history of the world or of the United States. It is my hope that this will make all students more sensitive to the bias of historians and more aware of the variety that can be expressed in the term "historical significance." Through this unit, students will gain an opportunity to celebrate their own cultural diversity.

Time required: This unit will require between two and three weeks, but other material

may be worked in while proceeding with this unit.

Student centered objectives: Students will demonstrate an ability to perform historical research, through the conducting of oral histories and through other classroom activities.

Students will determine what questions are appropriate to gain meaningful information from subjects of personal oral histories.

Students will practice and demonstrate an ability to interview subjects with the purpose of gaining historical data.

Students will demonstrate a working knowledge of the term "culture" as it relates to them and their study of history.

Students will demonstrate an understanding of "cultural diversity" as it relates to them within their classroom and to their relationship to the world and its cultures.

Students will demonstrate an ability to analyze historical data; to make working generalizations about raw historical data; and to support their generalizations with the raw data.

Students will exhibit good writing style, including organization of thesis/argument paragraphs and correct grammar, punctuation and spelling.

Students may choose to show proficiency in desktop publishing. Any student who opts to may learn how to use Macintosh computer equipment to produce an attractive publication of the oral histories and other publishable portions of this unit.

Students will define, through experience and group work, "historical significance." They will show a good understanding of the term as it relates to their lives and to their study of history.

Students will gain experience editing the work of others.

Materials needed:

Handouts: Unit requirements handout; a handout containing various definitions of the term "culture"; the class will devise a poll for gathering data about its own cultural diversity.

Tape Recorder

Poster Paper

Colored Pens

Desktop Publishing Equipment (Optional)

Methodology or procedures:

Day 1

Introduction: What is history and how do we study it? The teacher gives a five-minute preview of the unit ahead. The introduction will include:

1. A brief explanation that everyone has a history. Ours are not likely to get a chapter in the history books. This is a value judgment about our lives. Are our lives less a part of history than, for example, Napoleon's?
2. Handout: Overview of the requirements for the unit: an oral history with a parent or grandparent; a written summary of the oral history to be turned in for credit, including a short story from the life of the subject of the oral history (which can be written by the subject himself); a group summary of the oral histories of that group; a group graph illustrating the total experiences of the group; an oral report by the group explaining the group's graph and findings about their family histories; later, groups will produce reports about what they understand to be their own culture and how much cultural diversity exists within the group. Together, the class will discuss: Definitions of history; definitions of culture; what makes something "historically significant."

What to Cover in Oral Histories

1. Everyone is responsible for an interview with a grandparent or parent. Students are encouraged to tape their interviews, but the recording does not have to be handed in. (Hopefully, someone in the student's family will recognize the value of such a tape.) In two weeks, each student must hand in a written report on the oral history. Parts of the oral history reports will be published by the class at the end of the unit. The class will determine what should be in the reports.
2. The teacher instructs the students that our object is to find out what happened in our families' pasts and why it happened, so questions for the oral history candidates should be broad and general, with plenty of opportunity for follow-up. Consequently, a question like "What year did you get married?" would not be as good as "What was your wedding like? What did you wear? Was there a reception; if so, what was that like? etc. (This instructional introduction may be optional. I'd like to try this in a class to see what kinds of questions students formulate on their own before I gave them any ideas.)
3. The class breaks into its working groups, with four students in each group to answer the questions, "What do you think your ancestors would want you to know about them?" Groups will be chosen at random, but efforts to break up groups with too high or too low ability levels will be made. For

purposes of this exercise, one member of the group needs to be a "reader," one a "recorder," one a "timekeeper," and one an "Organizer." The organizer will keep the group motivated and determine the approach to the problem; the recorder will write down the ideas; the timekeeper will watch the time; and the reader will read the report from the group. Unless there are problems within a group, the groups will remain the same throughout the unit, but roles will change each time they group together. Each group will come up with five general areas they want to cover in the oral histories.

4. The class reorganizes into the whole group and summary is made. Each group reports through its reader the areas they want to focus on in their oral histories. A student writes all the areas on the board. Students may add areas at this point in general brainstorming.
5. The class decides by vote which areas must be covered in every oral history. The other areas become optional. Students may cover them if they wish, but they are not requirements for the written report. Any student may add anything to his report, but all students must cover the areas agreed on by the group as a whole. The groups will be graded at the end of the unit on how much information they gain as a whole and how well they analyze and report on it.

Day 2

Interviewing Techniques and Strategies

1. General discussion. How do you get people to talk? Divide into working groups of four and again into groups of two.
2. Each group of two selects an interviewee and an interviewer. "Best friend" groups are not allowed. The instruction is to find out as much as you can about the interviewee in five minutes. The interviewer may take notes. We want personal information, likes and dislikes; favorite movie and why; favorite sports hero and why, etc.
3. Random reports from the groups. If time allows, each group will report. Each report will be applauded. Following the reports, student will cast secret ballots identifying the student they feel they learned the most about, the second most and the third most.
4. The class will then hear from the interviewees who will describe the interview techniques used by the interviewers who gave the most extensive reports. (If this looks even vaguely like a popularity contest, I will drop this.)
5. One student will go to the board and write down techniques that worked for the students the class chooses. Students may add techniques to this list, too. The importance of accurate notes should emerge.

6. The teacher then asks which techniques they think will work on their parents or grandparents? Can they think of other techniques? The class secretary will write all these ideas down. Instructor may suggest they give their report the flavor of the interviewee's personality by interviewing him while he is engaged in a favorite or typical activity--while fishing, cooking, playing the guitar, jogging (? a little hard to record), or whatever.
7. Summary: Each student will write down a game plan for his interview, including a tentative date, place and time. The game plan should include some interviewing strategies for getting a lot of information through the interview. The game plans will be handed in for credit.

Days 3-5

After the first day this part of the unit will not take the entire class period each day. The teacher may choose to begin the textbook course of study in conjunction with this unit at this time. The same working groups can be used in going through the textbook material; the course of study, whether it is World History, American History or Government, should be related as frequently as possible to the ongoing oral history assignment.

1. Progress check on oral histories. Students have a chance to share problems/successes with regard to their oral histories. Progress checks will be daily and informal. Each progress check will include a reminder of how many days remain to complete the oral history.
2. Handout: definitions of culture. Students will look this over briefly. Then they will answer, in writing and individually, these questions What is culture? What are indications of a group's culture? How would they define their own culture? Is it different from their parents'?
3. Break into working groups to examine the definitions of culture and come up with a group definition of culture.
4. While still in groups, the group reader will give each group's definition. If possible, the class as a whole will come up with a common definition that suits its needs, bearing in mind that the next part of the assignment is to formulate questions, like they did for the oral histories, which will help them pin down their own culture, with an eye to both their cultural unity and diversity.
5. Groups take 15-20 minutes to find areas that reveal cultural unity and diversity among teenagers in their community.
6. The group readers again report to the class as a whole. A class secretary writes all the ideas on the board. In general class discussion, duplicates are thrown out; unclear areas are defined; and any new ideas are added.

Each group is then given a general area (examples might include "religion" or "religious practices," "social functions" or "how we have fun," etc.) and must formulate five questions, to be answered individually by every member of the class, which will give raw data that will help the class analyze their cultural unity and diversity.

7. The teacher will collect the final questions, type them up, and hand them back to the class as soon as possible. The class will edit the questions for both grammar and content. The teacher will make the class' changes. When the poll is satisfactory to the class, each member of the class will take it. As an option to the typewritten poll, the class may design a method to assemble the poll questions, handwrite the poll, edit it, make copies and disseminate the poll to every member of the class.
8. When all the polls have been completed and returned, the introductory work of data analysis will occur in student groups. Groups will need one recorder, one reporter and two readers. The readers will read the answers to the poll while the recorder writes them down. The reporter will report the results to the class as a whole.
9. Two class secretaries are needed for the report to the class as a whole. One will record the results on the board and the other will record them on a blank poll sheet. The blank poll sheet will be copied for every member of the class.

Day 6

1. Progress check on oral reports.
2. Using the report on the data from the class poll, students in groups will draw general conclusions about their cultural unity and diversity. The groups will need a timekeeper, an organizer/editor, a reader and a recorder. Each group will hand in a final report, written by the recorder. They are encouraged to use language that shows that they relied on fact to support their general conclusions. The organizer/editor may devise any system he likes to edit his group's report. These reports will be graded based on effectiveness of argument for the students' generalizations and grammar, punctuation and spelling. Each member of the group will receive the same grade on the project. These reports will become part of the published product at the end of the unit.
3. At this time the teacher will solicit students seeking extra credit to type the reports of all the students onto a computer for later use in publication.
4. Summary: Students will discuss how they perceive their own culture and culture in general. Individually in writing, they will answer again the questions: What is culture? What are indications of a group's culture?

How would they define their own culture.? Is it different from their parents?' In addition, they will answer these questions; What is cultural diversity. In *your own life*, is it good or bad? Why?

Day 7

Personal Histories (1)

1. Progress check on oral reports.
2. The question for today is "what do you think you will want your children to know about your life?"
3. Begin with quiet time for individual response to this question. Each student will write a short essay answering this question. They may attack the question any way they want.
4. After writing their first drafts, students will meet in groups of two to exchange papers. Each student becomes an editor, and must sign the other student's first draft with "Edited by ____." They should make written recommendations about both content and grammar.
5. Students return to their desks to rewrite their papers. They should hand in both the first drafts and the second drafts. Grades will be assigned based on the thoughtfulness of the reply. Editors will get a grade for grammar, punctuation and spelling based on the correctness of the paper they edited.

Day 8-9

Personal Histories (2) This should not take the full two days, and parts of the regular course should be woven into this activity.

1. Progress check on oral reports.
2. In groups, students will discuss, "What do you think you will want your children to know about your life?" For purposes of this activity the group needs to have a recorder, an artist, a reader and a timekeeper/organizer. This time, they will record various experiences that each member of the group considers important in their personal histories. These may or may not relate to the essays they produced the day before. The essays may or may not have related to specific experiences; but the group report will deal only with specific experiences.
3. The group will have the recorder write down as many experiences as they consider important.

4. The organizer/timekeeper, together with the group members, will figure out a way to group the experiences so that they may be graphed and illustrated for the report to the group. For example, all four may have undergone a parental divorce; all four may have braces; two may be very active in church groups while two are not, etc. Then the group artist with the cooperation and input from the group, will make a graph to be presented to the class as a whole.
5. The groups' readers will report their findings to the class while the groups' artists hold up their graphs. The groups' readers should refer to the graphs during their presentations.
6. Again, the class as a whole will discuss how the reports revealed what they perceive to be their own roles in history. Any recurring themes from all the groups should be noted; major differences among the students as to what they perceive as "important experiences" should answer how this relates to any study of history, World, American, or something more specific. How do histories become valid?
7. Each member of the group will receive a grade on their graph, based on how much thought is apparent in their response and the clarity of the graph.

Day 10-11

Oral Histories: Relating Oral Histories to Cultural Diversity

1. Students will assemble in groups and trade oral history reports. Each student will have five to ten minutes to read another member of the group's report. Then they will trade off, until each student has read two reports.
2. Group recorders will mark a paper with columns for "Cultural Values" and "How Cultural Value Was Revealed." On this paper the group will identify as many cultural values as are revealed in the group's total oral reports. These may be religious, ethnic or social, or have to do with dress or language--whatever the students feel is valid. In the second column, the group will write down the incident or comment in the oral history that reveals the cultural value and enough information to give the group as a whole an idea of what value was being expressed. (Examples here might be: Irish sense of loyalty/Grandmother's comment after grandfather won election 302 to 5, I wonder who the five dirty traitors were.)
4. Group reports. The reader will report each group's findings using the groups' charts.
5. Summary. The concept of organizing varying raw data in a workable way needs to be introduced. Students must look for common threads among

the data they gathered from the oral reports. Hopefully, ethnicity, language, history, social custom, religion, dress and many others will emerge. Students may find it handy to further classify these. Together, they will find a classification system that suits their purposes.

6. After agreeing on a system of classification for the data, each student will write a paragraph for each area of classification arguing how much cultural diversity is apparent in the families of the classroom.

Day 13

Relating "Historically Significant Events" to Oral Histories

1. Groups assemble again. The group's recorder will mark a paper with columns for "Significant Events" and "Result for Family." The recorder then will use input from the group to write down as many significant events as the oral histories related, with the results to the family or individual in the second column. (Examples here might include: Vietnam War/Uncle died, father moved to Canada; or Prairie Windstorm 1919/Wipes out families heirloom china; whatever comes out of the oral histories is fair game.)
2. Group reports to the class. The group reader will report the group's findings about historically significant events for the families in the group. A class secretary will write the events on the board, while each member of the class writes them on a sheet of paper.
3. To summarize, the class as a whole should identify any events that occur frequently in the oral histories. How does the age of the oral history subject influence the significant events? Can they make any generalizations about "historical significance"?
4. Groups should reform and come up with an acceptable definition for "historical significance."
5. Groups will again report to the class. Together, the class should define "historical significance" in a way they find acceptable.
6. After this activity all of the written reports on the oral histories must be handed in to the teacher for evaluation.

Day 14

1. Students assemble into groups again. They are to answer these questions: Examining the class' definition for historical significance: Are there things that occur that would not fit into the definition? If so, what kinds of things are they? Would some groups of people be left out of

history if the class' version of historical significance were adopted by historians all over the world? Judging from the history learning they have done to date, what do they think is the usual textbook definition of historical significance? Do they think their definition of historical significance conflicts with the way they have been taught history so far? Are histories fair?

2. Groups will report through the readers. After a general class discussion about what constitutes history, the class will be advised that they will be asked to give their textbook's view on historical significance at the end of the semester. We will have periodic discussions about the book's view as we go through the course of study.

End of Unit

Publishing

1. Volunteers from the class may choose to read through oral histories for parts they want to publish. Extra credit will be assigned for this duty.
2. These and other volunteers will type the published portions of the oral reports into computers. Interested students can use spare time to learn layout techniques and the Aldus Pagemaker desktop publishing program from the teacher. Depending on student interest, we can make a very complicated or simple publication.
3. Also to become a part of the publication are group produced graphs, charts and summaries. These may be typed or reproduced as written, according to student desire.
4. Each student will receive a copy of the final publication.

Test

1. Students will break into groups. They will make up essay test questions, with guidance from the teacher if necessary. The test questions must focus on topics discussed at length in the unit. Probable areas of focus are culture and cultural diversity, and historical significance.
2. Each group will form two questions. Each group will report its questions to the whole class. The class will edit them.
3. The teacher will select six of the twelve questions to use on the test. Students will be responsible to answer three of the six questions.

Evaluation process: Students' abilities to perform historical research will be judged:

- on the basis of their oral histories. Adherence to the class' determined course of interrogation will make up half of the grade. Other information the

individual student chooses to provide and the general clarity and extensiveness of the history will constitute the other half.

- using their cultural diversity poll, which will be published in their final unit publication.
- based on group reports and graphs revolving around their "important personal experiences."

Students' ability to determine questioning strategies for oral history subjects will be evident from the quality of their oral histories. Evaluation of this objective will be made at the time of the group activities that result in the questions to be asked.

Students' interviewing techniques will be judged when they get into groups of two and interview one another. The quality of their oral history will also reflect their interviewing ability.

Students' working knowledge of the term "culture" will be evaluated:

- based on their group reports analyzing the class' cultural diversity.
- based on their individual reports analyzing the class' cultural diversity.
- based on their individual responses to an essay question on the unit's final test.

Students' understanding of "cultural diversity" will be evaluated:

- based on participation in discussion relating to the class study of its own diversity.
- based on individual essays on the subject.
- based on individual answers to the unit's final essay exam.

To evaluate the students' ability to analyze and report on historical data, the following tools will be used:

- group reports analyzing the class' cultural diversity.
- individual essays analyzing the class' cultural diversity.
- group reports analyzing and generalizing "important personal experiences."
- group graphs analyzing and generalizing "important personal experiences."
- group charts based on the "Cultural Values/How Cultural Value Was Revealed" data from the oral histories.
- oral and group reports on the data revealed through the oral histories' "Significant Events/Result For Family" charts.

All written assignments will be evaluated for good writing skills, including organization, spelling, grammar and punctuation. The number of points for these skills will not amount to more than 10 percent of any assignment's grade.

This objective is optional. Students choosing to avail themselves of the opportunity to use desktop publishing equipment will receive extra credit.

Students' abilities to see their own lives as "historically significant" will be judged based on the thoughtfulness of their personal essay "What do I want my children to know about

my life." Their understanding of historical significance globally will be reflected by their group projects and their individual answers to questions on the final essay test.

Students' editing skills will be tested based on their editing of one another's personal essays.

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USING INSTITUTE OBJECTIVES TO
MAKE CHANGES IN CURRICULUM AND
FURTHERING CROSS-CULTURAL UNDERSTANDING

By Sue Surwill

USING INSTITUTE OBJECTIVES TO MAKE CHANGES IN CURRICULUM AND FURTHERING CROSS-CULTURAL UNDERSTANDING

I teach seventh and eighth grade art at a middle school in Billings, Montana. We have over 500 children enrolled with less than 1 percent enrolled Native American children. Over the past few years, I have noticed many problems with these children in terms of low academic achievement and a lack of self-esteem. The learning climate in my school is extremely aggressive and expectations for both academic and athletic achievement are very high.

After attending the "Montana Institute for Effective Teaching of American Indian Children" in Great Falls in June, 1989, I was able to not only gain a new understanding of the culture and family life of these children but also gained insights into the types of learning styles that work most effectively in helping these children succeed in school.

Over the past teaching year, I have not only changed my curriculum; but also, incorporated a variety of cooperative learning techniques (groups, exploration, discovery) in my classroom. I have found that the results of this change not only made the art projects more relevant but it gave my Native American children more self-esteem and a desire to learn and share their culture with the rest of the school.

In addition to the changes in my classroom, I was able to work with other teachers in my building as a resource for changing their curriculums to include relevant, historically accurate, information about the Plains Indian culture in our geographic area.

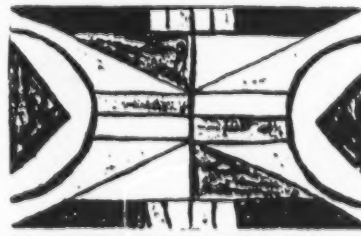
The following are two examples of lessons that I changed successfully to not only include the Indian culture but gave the artwork itself a new relevance and respect with my students:

Student objectives: The students will be taught the principles of design (color, balance, symmetry) and create a painting using symbolic picture writing, and designs from both the Plains and Southwest Indian tribes.

Materials needed: Native American Art books (see bibliography), sketch paper, rulers, compass, 12" x 18" sulphite white drawing paper, tempera paint, brushes and pencils. I will also use last year's student examples of the design project I used to teach.

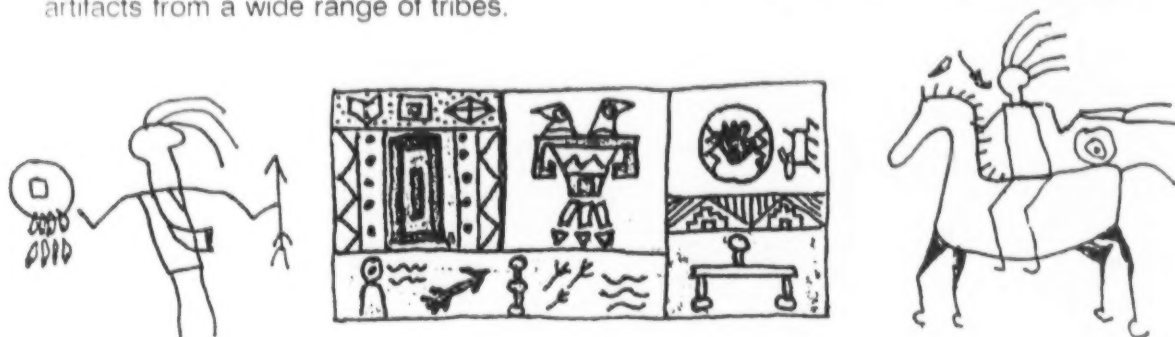
Procedure: Show examples of the original design project usually taught at the beginning of the school year. While it covered the basic design principles and the students and to learn skills in measurement and color and shape symmetry, I realized that the lesson had no real meaning and relevance other than the products were bright and colorful.

previous lesson
(no cultural relevance)



Break class into groups, five or six to a group. Discuss and demonstrate the original design project and ask individuals in the group to make a sketch of a symmetrical design using compass, ruler, and pencil. Use shading techniques to balance "Color." Part two: now ask groups to use available Indian art and design books to find symmetrical design. Each member of the group must find three or four. They will "discover" symmetrical design on medicine pouches, shields, pottery, beaded work, rugs, tipi design, basketry, pictographs, etc. They will share within the group their "discoveries."

Then instruct each student to create a painting using these discoveries as inspirations for their final product. Keep students in their groups throughout the project; they will continue to share their ideas and begin to pick up valuable information regarding specific artifacts from a wide range of tribes.



Evaluation: I discovered that my students were very proud of these designs and were pleased when they were proudly displayed in our hallways. They were not only beautiful but the colors and shapes were a language of a particular culture and people. They meant more than just pretty colors and shapes and they gave validity and respect for a culture they previously misunderstood.

With this positive feedback from all of my students, I continued in my efforts to modify my art lessons to bridge the gap between the various minority cultures in my school. My art classes have become group, "hands-on" Art-History-Science-Culture classes! . . .

Another way I changed my school setting was to talk to other teachers in my building about information I gained from the Institute. I began by sharing printed materials and handouts and having informal discussions concerning some of the common problems with our "at risk" students and sharing my success with cooperative learning techniques. I, at first, met with some resistance but continued in my efforts to point out the success my minority students were having, particularly the Native American children. They began to bring in some artifacts, dancing costumes, etc. to share. Some of these items were "show-cased" in our library. Gradually, some staff members began to ask questions. I inserviced our seventh grade teachers and discussed the possibility of doing a large interdisciplinary project with the Lewis and Clark Expedition. In previous years, 7th grade Geography classes made a notebook about the expedition and included some Montana maps. There was very little information in the work about the Plains Indians that Lewis

and Clark met all along the way and no information about the people or culture. I proposed a plan whereby four teachers (science, geography, art and English) would try an interdisciplinary project lasting three to four weeks on the Lewis and Clark Expedition.

These teachers contributed the following:

Science: Students did research on Montana wildlife. They also studied the Plains Indians and the importance and varied uses of the plains buffalo. They used books and display boards I had made up on tanning hides and the use for the hides in the everyday living of the Plains Indian.

Geography: Montana maps now include the sites of both the early Indian communities and the present reservations. Geography teachers are also discussing the differences between the two clashing cultures and portraying them as only different and conveying respect for both. They are using Institute books and materials to teach students about the Plains Indians that Lewis and Clark met along their journey.

Art: Students work on a variety of projects that "plug into" the project: pen and ink drawings of Montana wildlife, Indian design paintings, weaving, soft-sculpture dolls of mountain men and Indian men and women, and covers for their Montana notebooks.

English: Students wrote imaginary journal of Lewis and Clark. They did a day-by-day account of their journey and the customs and culture of the people they met along the way.

Needless to say, the project was a smashing success! Both teachers and students were excited about the project and everyone learned a great deal from it. Many of these same teachers are asking for more information and have more ideas for expanding the project next year. I met again with the 7th grade teachers at the end of the year and four new teachers have joined forces on the interdisciplinary project! Next year, we plan to bring in the Math and P.E. teachers (they are going to map out a "mini-trail" around the school grounds according to the Lewis and Clark map), the Home Economics teacher and parents (cooking fry bread and "trail foods"), and the Music teacher will be teaching a unit on Indian music. The entire day will culminate in our courtyard (a tipi will be set up for "trading") with a "cultural day" (I plan to contact some Native American dancers to perform for us).

In my informal discussions with these teachers they began to share their feelings about the importance of this type of teaching. We came up with the following conclusions:

1. Children of all cultures need to be shown respect and dignity for their families and traditions.
2. Interdisciplinary teaching works. The subject areas are not taught in meaningless isolation. Children are more excited about learning if it can be related to a variety of subjects. They also all agreed that cooperative group learning enabled every child in the class to contribute in an important way.

Children also seem to "share" their knowledge more readily in a small group as opposed to "traditional" individual learning.

3. Working with teachers on new ideas such as this must be done in a very low-key, non-threatening manner. The enthusiasm and positive attitude that both you and your students share in the beginning of such a project are your best advocate!
4. We all noticed a marked improvement in the self-esteem of our Native American children. They felt better about school and their teachers and made new friends in their "groups" that they previously did not have. One of my student's grandmother (traditional Crow tribe) came in at the end of the year to do a demonstration in a history class on herbs and cooking with natural foods. She brought enough food to feed the entire class! This was the first time in eleven years of teaching at my school that a Native American child brought in a family member to share his traditions!

Conclusion: I am continuing in my efforts to revise curriculum, seek teacher training for our district, and work with the families of our non-dominant culture students. I feel we are off to a positive beginning. Enclosed is also a copy of plans (already in the beginning stages) of a Multi-Cultural Resource Center for teacher and community use in the future.



PROJECT: Multi-Cultural Resource Center and Curriculum Development
PROJECT COORDINATORS: Susan Surwill & Robin Richter

PROJECT GOALS

To create a Multi-Cultural Resource Center in Billings, Montana for use by the community as well as by the Billings Public School's teachers for their students:

- The Center will contain pertinent cultural materials for loan to our school teachers for classroom use. The library will contain books, tapes, films, posters, periodicals, artifacts, and teacher written curriculum materials. Informative and historically accurate cross-cultural curriculum materials need to be developed for the school system to ensure intercultural communication so necessary for a positive classroom learning atmosphere. Continued expansion of the Multi-Cultural Resource Center will eventually involve participation by the community and will serve as a gathering place for cultural events, teacher workshops, and a visually exciting place for children's field trips.
- "Kid's Kits": these portable teaching units will be planned as exciting "hands on" kits for classroom use. They will contain units on the customs and history of the non-dominant cultures represented by the children who attend our schools. They can be used in grades K-6 and will contain: story books, music tapes, culturally accurate lesson units, artifacts, films, posters, and an up-to-date vertical file system. We are asking for teacher and community assistance and advice in developing these materials.

Long-range objectives:

To continue expansion of the Multi-Cultural Center.

Continued efforts in obtaining teacher-training in "Global Education" philosophies.

To expand the Multi-Cultural Resource Center into an important cultural center to be used by both the teaching community and the general public to further intercultural communication necessary in promoting harmony in our schools and reaching out to the community.

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PLENTY COUPS, OUR LOCAL HOME TOWN HERO!

By Juanita Sloss Jackson

Introduction: Chief Plenty Coups was the last chief of the Crow Indian people. Presently, there is a high school named after him, that being Plenty Coups High School, located in Pryor, Montana. Pryor is located on the Crow Indian reservation approximately 40 miles southwest of Billings, Montana. The school enrollment is approximately 60 students, with a near 100 percent Indian enrollment.

It is my intention to use this unit with those children who are enrolled in the junior high resource room program for emotional disturbances and learning disabilities. It is my belief that most, if not all of these children suffer from low self-esteem. After hearing Dr. Buffalohead's presentation on negative input, I find it imperative to supply the children with literature that contradicts those negative images. I feel this book works ideally with that notion, since not only the material in the intended text deals with the same tribe of Indians that the children are enrolled in, but it lists positive contributions that Plenty Coups made. In addition to the issue of low self-esteem, the book is within their reading ability. Since these children have a difficult time finishing tasks, it is necessary to find a book that completes a story in a minimal amount of pages. Due to the limited financial resources of the school district it is very desirable to find materials of considerably low prices. It is my feeling that the text Chief Plenty Coups by Flora Hatheway will meet these requirements.

Time required: The time needed to complete this unit be approximately 7-10 days.

Student centered objectives: By completing this unit the student will be able to do the following:

- will read the vocabulary words, define them properly, and use them properly in a sentence.
- will be able to list items he or she learned from the story.

Materials needed: Materials needed for this unit will include a copy of Chief Plenty Coups, butcher paper, overhead projector, plastic transparency material, regular writing paper, and a video of the television show "The Bi-cultural American Product."

Methodology and procedures:

Days 1-4, Procedure 1

Objective 1 Vocabulary development.

The teacher will encourage the students to brainstorm the following words in web fashion:

epidemic	fatigued
crossed the slippery log	triumphant
energetic	indignant
rebelliously	nomadic
stealthily	implements
penalties	interpreters

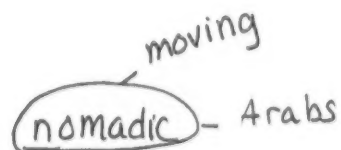
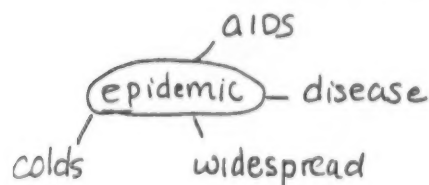
humiliated
incident
admonitions
soberly
humble
encounter

harnesses
approached
truant
hasty
defied
vigilance

It would be to the best interest of the students to divide these words into four groups, six words in a group.

Once these words have been webbed, it would be appropriate for the teacher to put the words on index cards. In that way, the words could be reviewed in many different ways. These ways could include playing password, pictionary, or that Plenty Coups junior high resource room favorite, nerf BASKETBALL!

Example
Web for vocabulary words



Days 5-7, Procedure 2

Objective 2. Comprehension and stimulation of background knowledge.

The students will brainstorm ideas and facts they already know about Chief Plenty Coups. This will be directed by the teacher, who will use the semantic web technique. The name Plenty Coups will be entered in the middle of the web with the students' ideas radiating around the middle circle.



From this web the students will engage in the K-W-L (Know, Want to Know, and Learned) procedure. This procedure lists the things that kids know prior to reading a story. After the things that kids know prior to reading a story. After this listing has taken place, the kids look through the book to determine some things they want to learn by reading the book. The final or learned column is filled out after each days reading. This column reflects what the child learned from that days reading. With these types of children, it will be necessary to web each column as a group since some children will be reluctant to work on their own. As the project goes on, some children may gain the confidence to venture into this activity on their own. A cooperative learning group could be incorporated to construct this phase of the project.

Days 8-10, Procedure 3

Upon completion of the project, the students will pick a culminating project to reflect their own interests that were generated by the story. The student will pick one of the following activities.

Are you related to Chief Plenty Coups? If so talk to your family and find out. If it turns out you are, begin making your family tree.

What would Plenty Coups think of Pryor today? Brainstorm your ideas with several of us in the class. Pretend that you are interviewing him much like the type of interviewing that goes on during the show "The Bi-cultural American Product." If you'd like, you could dress up and we could video you.

Museum time: Let's decide to make a museum here in the classroom. The museum display should contain no less than three and no more than five important items to Plenty Coups. You should be prepared to give a brief talk to accompany the display.

Design a T-Shirt: If Plenty Coups came here today, he would surely enjoy our fashionable T-shirts. Design a T-shirt and slogan just right Plenty Coups.

Be an Illustrator: Think about the reading we have done in this book. Which events, places or people are most vivid in your mind? Try not to think about them in words, only in pictures. On a piece of paper do some sketching until you are satisfied with one.

Evaluation process: Evaluation for the vocabulary words would be a simple test in which the child would be required to read the word, define it, and use it correctly in a sentence. Mastery on this level would be 85 percent or better. To maintain the knowledge of the words, the word would be entered on various computer vocabulary building programs that are contained in the classroom.

Comprehension would be evaluated by asking the child to make a semantic web of what they had learned in the book Chief Plenty Coups. Each child should list from four to six items.

References:

Chief Plenty Coups by Flora Hatheway

Reading-A Novel Approach A Good Apple Activity Book

Content Area Reading by Richard T. and Joanne L. Vacca

Antecedents of Self Esteem Coopersmith

"K-W-L Plus: A strategy of comprehension" Donna Ogle, Journal of Reading, April 1987